



Improving Older Adult Learners' Motivation: Developing A Model of Teaching and Learning through Art Activities in the UK

Hui-Ling Chen

Thesis submitted in partial fulfilment of the requirements
for the degree of Doctor of Philosophy

January 2020
School of Design
Faculty of Art, Design and Humanities
De Montfort University

Abstract

There is a limited amount of literature that has discussed ways in which older adult learners could be motivated to engage in lifelong learning activities, particularly those in the age groups identified by the National Institute of Adult Continuing Education (NIACE) as Stage 3, 50-74 and Stage 4, 75+ (Schuller and Watson, 2010).

Currently learners in the UK may face an issue when seeking to join an activity as there is a lack of any collaborative or coherent model of delivery in this sector. This is caused by the fact that providers, such as further and higher education institutions, as well as community and care home providers all operate within separate systems and there is little or no joint provision.

Moreover, the rationale of this study argues that, within the context of an ageing society, engaging in learning activities at Stages 3 and 4 can provide older adults with a stimulating experience, which enables them not only to meet their personal growth needs through a positive and meaningful experience of ageing, but also increase their sense of well-being.

This study develops a collaborative model of teaching and learning for this age group, based on detailed feedback from learners and educational professionals, which will enable teachers, facilitators and providers to work in a novel collaborative way to improve their learners' motivation. The study seeks to obtain a fuller understanding of older adults' learning motivation in the context of Art activities through inductive and evaluative methods. The initial findings revealed that these learners were willing to engage in Art activities with the learning and teaching Model. The benefits from socialising are significant for society, as it enables learners both at Stages 3 and 4 to relax physically and also improve their mental health, for instance by preventing loneliness.

Keywords

learning motivation, older adult learner, teaching and learning model, lifelong learning

Acknowledgments

This work is dedicated to all of the people who participated in my research, without their time and effort, this thesis would not exist. I would like to thank my family, my first supervisor, supervisors, friends, and organisations for their support. Editorial assistance was provided in the form of professional proofreading.

Finally, thank you again to my family and friends for giving me the love and strength I needed on this journey. I am eternally grateful for everyone's support throughout this process sponsored by the Ministry of Education, Republic of China (Taiwan).

Contents

<i>List of tables</i>	<i>iv</i>
<i>List of figures</i>	<i>v</i>
Chapter 1: Introduction.....	1
1.1 Motivation and background	1
1.2 Aim and objectives	7
1.2.1 Aim	7
1.2.2 Objectives	8
1.3 The research gap	8
1.4 Primary research	9
1.5 Research process	11
1.5.1 Design process	11
1.5.2 Evaluation process	12
1.6 Summary of chapter arrangement.....	12
Chapter 2: Literature review	14
2.1 Introduction	14
2.2 Key definitions of adult learning	16
2.3 Older adult learners and Art activities in the UK.....	32
2.3.1 Trends among older adult learners in the UK.....	33
2.3.2 Art activities: overview of provision in the UK	53
2.4 Environmental and health issues which might affect older adult learners	61
2.4.1 Environmental factors	62
2.4.2 Health factors	65
2.5 Theories related to adult learning.....	68
2.5.1 Maslow's Hierarchy of Needs	68
2.5.2 Alderfer's ERG theory	70
2.5.3 Human motivation taxonomy	72
2.5.4 Intrinsic and extrinsic motivation.....	74
2.5.5 Morstain and Smart's six motivational factors	75
2.5.6 Carré's ten motivational factors.....	78
2.5.7 Pedagogy, andragogy, and heutagogy	81
2.5.8 Transformative and appreciative learning	91
2.5.9 Bloom's taxonomy	94
2.6 Related research	96

2.7 Summary of literature review	101
Chapter 3: Methodology.....	104
3.1 Introduction.....	104
3.2 Validity, reliability and generalisability	108
3.3 Ethical considerations and participant selection	109
3.4 Motivation factor framework and pilot study.....	112
3.5 Participant observations	121
3.5.1 Procedure.....	126
3.6 Semi-structured interviews of learners	127
3.6.1 Procedure.....	129
3.6.2 Question design.....	130
3.7 Semi-structured interviews of professionals.....	134
3.7.1 Procedure.....	134
3.7.2 Question design.....	135
3.8 Delphi Method	136
3.8.1 Procedure.....	137
3.8.2 Question design.....	138
3.9 Focus groups	140
3.9.1 Procedure.....	141
3.9.2 Question design.....	142
3.10 Summary of methodology.....	145
Chapter 4 Teaching and Learning (TL) Model 1.0 Design	147
4.1 Introduction.....	147
4.2 Observations.....	147
4.2.1 Data collection and analysis	147
4.2.2 Themes from data.....	148
4.3 Semi-structured interviews	152
4.3.1 Data collection and analysis	152
4.3.2 Themes from data.....	153
4.4 Results impact on Teaching and Learning Model 1.0 design	159
4.5 Design of Teaching and Learning Model 1.0	168
4.5.1 Rationale and examples of using TL Model 1.0.....	170
4.5.2 Benefits from TL Model 1.0	173
Chapter 5: Development of Teaching and Learning Model 2.0.....	176
5.1 Introduction.....	176
5.2 Delphi Method interviewee selection	176
5.3 Round 1 questions	178
5.3.1 Question design.....	178

5.3.2 Data collection and analysis	182
5.4 Round 2 questions	190
5.4.1 Question design	190
5.4.2 Data collection and analysis	191
5.5 Round 3 questions	207
5.5.1 Question design	208
5.5.2 Data collection and analysis	209
5.6 Results impact on Teaching and Learning Model 2.0 design	215
5.7 Design of Teaching and Learning Model 2.0	222
5.7.1 Rationale and examples of using TL Model 2.0.....	224
5.7.2 Benefits from TL Model 2.0	226
<i>Chapter 6: Development of final Teaching and Learning Model (Collaborative Adult Learning Model).....</i>	229
6.1 Introduction	229
6.2 Focus groups	230
6.2.1 Data collection and analysis	230
6.2.2 Themes from data.....	231
6.3 Results impact on final Teaching and Learning Model design	235
6.4 Design of final Teaching and Learning Model design	241
6.4.1 Rationale and examples of using final TL Model.....	243
6.4.2 Benefits from final TL Model	245
<i>Chapter 7: Discussion of final Teaching and Learning Model design (Collaborative Adult Learning Model).....</i>	248
7.1 Implications from final Teaching and Learning Model	250
7.1.1 Implications for providers	251
7.1.2 Implications for teachers	252
7.1.3 Implications for learners	253
7.2 Applications of final Teaching and Learning Model design	254
7.2.1 Suggested applications for forum design	255
7.2.2 Suggested applications for providers.....	258
<i>Chapter 8: Conclusions.....</i>	260
8.1 Contributions	260
8.2 Recommendations.....	262
8.3 Limitations	264
8.4 Conclusion	265
<i>References</i>	268
<i>Bibliography</i>	277
<i>Appendices</i>	282

LIST OF TABLES

TABLE 1: WORLD POPULATION DISTRIBUTION	5
TABLE 2: AGE DISTRIBUTION OF THE UK POPULATION	5
TABLE 3: OBJECTIVES OF CONTINUING EDUCATION	20
TABLE 4: MAIN CHARACTERISTICS OF DIFFERENT TYPES OF ADULT LEARNING	26
TABLE 5: MAIN STRUCTURAL FEATURES OF DIFFERENT TYPES OF ADULT LEARNING	27
TABLE 6: NRS CLASSIFICATION OF SOCIO-ECONOMIC CLASS.....	38
TABLE 7: REASONS FOR TAKING UP LEARNING: 50–74 AND 75+	39
TABLE 8: SUMMARY OF WORK-RELATED MOTIVATIONAL FACTORS	41
TABLE 9: SUMMARY OF NON-WORK-RELATED MOTIVATIONAL FACTORS	43
TABLE 10: SUMMARY OF PERCEIVED BENEFITS OF LEARNING	44
TABLE 11: WORK-RELATED AND NON-WORK-RELATED BENEFITS OF LEARNING	45
TABLE 12: MAJOR PERCEIVED BENEFITS FROM STUDYING ART	47
TABLE 13: SUMMARY OF GENDER-SPECIFIC ATTITUDES TO LEARNING.....	48
TABLE 14: SUMMARY OF AGE-RELATED ATTITUDES TO RETURN TO LEARNING	49
TABLE 15: SUMMARY OF THE SOCIO-ECONOMIC DIFFERENTIALS IN ATTITUDES TO LEARNING	50
TABLE 16: MOTIVATIONAL FACTORS FOR LEARNING BY AGE GROUP	52
TABLE 17: PREFERRED SOURCES OF INFORMATION BY AGE GROUP.....	53
TABLE 18: TOP THREE PREFERRED SUBJECTS BY AGE GROUP.....	56
TABLE 19: PREFERRED STUDY LOCATIONS BY AGE GROUP.....	58
TABLE 20: COMMUNITY LEARNING PARTICIPATION AND ACHIEVEMENT BY TYPE	60
TABLE 21: RYAN AND DECI’S HUMAN MOTIVATION TAXONOMY.....	72
TABLE 22: MORSTAIN AND SMART’S SIX ADULT MOTIVATIONAL FACTORS	76
TABLE 23: CARRE’S TEN MOTIVATION FACTORS	79
TABLE 24: FRAMEWORK OF ADULT MOTIVATION IN ART (FAMA).....	81
TABLE 25: ASSUMPTIONS OF ANDRAGOGY	84
TABLE 26: COMPARISON BETWEEN PEDAGOGY, ANDRAGOGY AND HEUTAGOGY	90
TABLE 27: TRANSFORMATIVE AND APPRECIATIVE LEARNING THEORIES	92
TABLE 28: RELATED LITERATURE	100
TABLE 29: FRAMEWORK OF ADULT MOTIVATION IN ART (FAMA).....	113
TABLE 30: PILOT QUESTIONS RELATED TO FRAMEWORK OF ADULT MOTIVATION IN ART (FAMA).....	114
TABLE 31: SEMI-STRUCTURED INTERVIEW QUESTIONS WITH LEARNERS	131
TABLE 32: SEMI-STRUCTURED INTERVIEW QUESTIONS WITH PROFESSIONALS	135
TABLE 33: SUMMARY OF KEY THEMES FOR TL MODEL 1.0 DESIGN	167
TABLE 34: SUMMARY OF KEY THEMES FOR TL MODEL 2.0 DESIGN	221
TABLE 35: SUMMARY OF KEY THEMES FOR FINAL TL MODEL DESIGN (COLLABORATIVE ADULT LEARNING MODEL)	240
TABLE 36: THE REFINEMENT PROCESS OF THE DESIRABLE FEATURES FOR EACH TL MODEL	249

LIST OF FIGURES

FIGURE 1: AGE STRUCTURE OF THE UK POPULATION, MID-2016 AND MID-2041	6
FIGURE 2: LEARNING AND AGE	34
FIGURE 3: LEARNING AND GENDER	35
FIGURE 4: EMPLOYMENT STATUS OF RESPONDENTS	36
FIGURE 5: LEARNING AND SOCIAL CLASS	37
FIGURE 6: LEARNING AND EMPLOYMENT STATUS	38
FIGURE 7: WORK-RELATED MOTIVATIONS FOR LEARNING	40
FIGURE 8: NON-WORK-RELATED MOTIVATIONS FOR LEARNING	42
FIGURE 9: BENEFITS OF LEARNING	43
FIGURE 10: BENEFITS OF LEARNING FOR WORK-RELATED AND NON-WORK-RELATED ISSUES	45
FIGURE 11: BENEFITS OF LEARNING BY SUBJECT	46
FIGURE 12: NON-LEARNERS WILLING TO RETURN TO LEARNING	48
FIGURE 13: FACTORS THAT WOULD MAKE LEARNING MORE APPEALING	51
FIGURE 14: MOST SUITABLE SOURCE OF INFORMATION AND ADVICE ABOUT LEARNING	52
FIGURE 15: SUBJECTS STUDIED BY OLDER ADULT LEARNERS	55
FIGURE 16: STUDY LOCATIONS OF ADULT LEARNING BY AGE GROUP	57
FIGURE 17: COMMUNITY LEARNING PARTICIPATION AND ACHIEVEMENT.....	59
FIGURE 18: MASLOW'S HIERARCHY OF NEEDS.....	69
FIGURE 19: CORRELATION BETWEEN MASLOW'S HIERARCHY OF NEEDS AND ALDERFER'S ERG THEORY.....	71
FIGURE 20: GRAPHICAL SUMMARY OF CARRE'S ADULT LEARNING MOTIVATION FACTORS	80
FIGURE 21: BLOOM'S TAXONOMY OF TEACHING AND LEARNING	95
FIGURE 22: RESEARCH METHOD FLOW CHART	106
FIGURE 23: DELPHI ROUND 1 TO ROUND 3 PROCESS	139
FIGURE 24: TL MODEL 1.0.....	169
FIGURE 25: EXAMPLE OF ROUND 2 QUESTION	191
FIGURE 26: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 1 (POSITIVE)	192
FIGURE 27: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 1 (NEGATIVE)	193
FIGURE 28: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 2 (POSITIVE)	193
FIGURE 29: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 2 (NEGATIVE)	194
FIGURE 30: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 3 (POSITIVE)	195
FIGURE 31: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 3 (NEGATIVE)	195
FIGURE 32: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 4 (POSITIVE)	196
FIGURE 33: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 4 (NEGATIVE)	197
FIGURE 34: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 5 (POSITIVE)	197
FIGURE 35: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 5 (NEGATIVE)	198
FIGURE 36: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 6 (POSITIVE)	199
FIGURE 37: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 6 (NEGATIVE)	199
FIGURE 38: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 7 (POSITIVE)	200
FIGURE 39: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 8 (POSITIVE)	201
FIGURE 40: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 8 (NEGATIVE)	201
FIGURE 41: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 9 (POSITIVE)	202
FIGURE 42: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 10 (POSITIVE)	203
FIGURE 43: ROUND 2 RANKING RESULTS FROM MOTIVATIONAL FACTOR 10 (NEGATIVE)	203
FIGURE 44: EXAMPLE ROUND 2 AND 3 QUESTIONS	209
FIGURE 45: TL MODEL 2.0.....	223
FIGURE 46: PIE CHART SHOWING GENERAL OPINION RANKING OF TL MODEL 2.0.....	230
FIGURE 47: FINAL TL MODEL (COLLABORATIVE ADULT LEARNING MODEL, CALM)	242

CHAPTER 1: INTRODUCTION

1.1 MOTIVATION AND BACKGROUND

In recent years, there has been an unfortunate trend to regard the increasing numbers of older people in society as a problem (Dahlberg, Agahi and Lennartsson 2018). Macintyre (1977) notes how the terminology around ageing in society has become very negative, with terms such as “impending crisis” being applied to this issue. This continuing trend towards an ageing society is due to increasing life expectancy and a reduction in infant mortality rates, both as a result of improved healthcare technology and medicine, and by 2050 the number of retired people across the world will rise by 2.1 billion according to WHO 2015 (World Health Organisation, 2015). This phenomenon only attracted interest from policy makers in the latter part of the last century and into the 21st century as the financial and social implications became more evident, such as pension and residential home care payments and facilities.

This issue can be approached in two different ways, from the perspectives of the disengagement theory or those of the activity theory. According to disengagement theory, first outlined by Cumming and Henry (1961), and discussed later by Pinto and Neri (2017), older people are gradually phased out of certain roles so that society can continue to function. This may include working as well as engaging in educational activities. By contrast, in the activity theory proposed by Havighurst (2008), older people remain active by continuing to engage in activities and roles more typical of middle age in order to help society function more effectively. The latter theory involves a degree of denying the negativity of ageing and maintaining an active lifestyle which benefits the individual as well as wider society.

The process of modernisation has also led to changing attitudes to ageing, particularly following the social changes brought about by the Industrial Revolution. According to Fischer (1978) this process was due to four main reasons: firstly, the increasing numbers of older people living beyond the traditional retirement age meant that there was often pressure for them to leave high status jobs, thereby losing their income and status. Secondly, new technology and types of jobs meant that older employees often felt unable to change in order to meet the needs of these new jobs. Thirdly, younger people migrated to cities in order to find new employment, thus causing a break-down in the traditional extended family and leaving elderly members isolated. Finally, the traditional wisdom and knowledge attributed to elderly people has lost its uniqueness and mystique due to the easily available amount of information that younger people can use.

Research by Schaie and Willis (2010) showed that there is no general pattern of decline in intellectual capacity, while many did not experience any decline even at age 80 or over. Individuals vary according to their physical health and level of activity, therefore no generalisations about the effects of ageing on intellectual capacity can be made and it would be mistaken to make policy regarding educational provision based on any such assumptions.

Therefore, although historically many older people in society may have faced a poor quality of life (Townsend, 1981), and there are clearly issues for policy makers to consider in terms of providing adequate healthcare and welfare, it is regrettable that the more positive aspects of ageing in the 21st century are not promoted or supported by the media or by government policies. This thesis seeks to redress this balance to a certain extent by offering a model of delivery which would lead to improved motivation among older adult learners and increase their levels of activity (Bond, 1993).

The motivation for this thesis is to view ageing as an exciting challenge for governments and education providers around the world to come up with new and inclusive ways of ensuring that older adult learners have opportunities to continue their lifelong learning. Human ageing has changed significantly in the last 100 years and previous connotations with old age, such as retirement, increased disability and death have ceased to be prevalent (Hill, 2005). This transformation requires new ways of addressing the education of our older adult learners and this thesis aims to discover what motivates them to learn and the most effective strategies that governments can adopt to respond to their needs.

In the UK, recent research, for instance in studies conducted by Age Platform Europe and the National Institution of Adult Continuing Education (NIACE), has investigated trends in older adult education. In 2016, NIACE was renamed the Learning and Work Institute and it has continued to identify key issues facing older adult learners. The Committee of The Regions and Age Platform Europe (2011) suggests enabling senior volunteering activities, facilitating social networks, and promoting quality health care as well as long-term care in order to provide increased learning opportunities while improving senior citizens' quality of life. Furthermore, NIACE (Aldridge and Hughes, 2012) offers several recommendations about setting a new model of educational life course, building a set of learning entitlements, reviving local responsibility, making the system intelligent, and improving the quality of the learning. The important issue this thesis seeks to address is the lack of research into increasing motivation and helping learners to access suitable stimulating activities, specifically those in stages 3 and 4 as identified by NIACE, namely those aged 50-74 and 75+. The NIACE age groups distinguish 4 stages (Stage1: age 18-24, Stage 2: age 25-49, Stage 3: age 50-74, Stage 4: age 75+) (Schuller and Watson, 2010). This research focuses on stages 3 and 4.

Against a background in the UK of declining adult education funding, which has been cut by 45% since 2009-10 according to the Institute for Fiscal Studies (Belfield, Sibieta and Farquharson, 2018) and a decrease in the numbers taking part, as indicated in the Learning and Work Institute 2018 report (Egglestone et al. 2019), as well as the growing issues around our ageing population and social isolation, particularly of older people, this proposal has never been more relevant. What is proposed and stemming from the issues discussed in the literature review, is a novel, collaborative, intergenerational inter-sectoral approach to providing educational activities for older adult learners. It takes into account their particular motivational factors, aspirations, health issues and socialising needs in order to give fresh hope and optimism to an ever-growing sector of our population. Finally, it challenges governments to take all these needs and proposals into account when planning funding and provision for educational activities aimed at older adult learners at stage 3 (aged 50-74) and stage 4 (aged 75+) of their lifelong learning journey.

Although there has been extensive research into motivational factors that affect older adult learners, there are few proposals as to how provision could be adapted to offer wider learning opportunities to older adult learners in different settings. This research will obtain a fuller understanding of older adults' learning motivation through the context of Art activities, thereby filling the knowledge gap identified in the literature review. There are many definitions of Art activities, while this thesis focuses on sedentary-creative Art activities, such as painting and drawing. To achieve this, the study will seek to obtain information from a cross-section of older adult learners and develop strategies for increasing motivation among this age group.

The phenomenon of an ageing society is affecting all countries, but it is particularly significant in countries such as those in Europe and Northern America. Table 1 overleaf shows that in 2011 the average proportion of people

aged 60+ was 13 percent across the world and whereas the percentage in Oceania was significantly higher than this at 17 percent, in Northern America it was 22 percent, and it was 25 percent in Europe (including the UK).

Table 1: World population distribution
(UN, Dept. of Economic and Social Affairs, 2017)

Continent region	Age 60 + (%)
World	13%
Africa	5%
Latin America and the Caribbean	12%
Northern America	22%
Asia	12%
Europe	25%
Oceania	17%

The following table shows how the ageing population is predicted to nearly double in the UK in the period from 1974 to 2039. The Office for National Statistics (ONS) reported in 2016 that the UK has a similar ageing population, with the 65+ category increasingly steadily from 1974 to 2039 as shown in Table 2 below.

Table 2: Age distribution of the UK population
(Office for National Statistics, 2016)

Year	Population aged 0 to 15 (%)	Population aged 16 to 64 (%)	Population aged 65 and over (%)
1974	25.2	61.0	13.8.
1984	21.0	64.1	14.9
1994	20.7	63.4	15.8
2004	19.5	64.5	15.9
2014	18.8	63.5	17.7
2024	19.0	61.1	19.9
2034	18.1	58.5	23.3
2039	17.8	57.9	24.3

The structure of the UK population shows the proportion of people aged over 65 is set to exceed the population aged under 15 years old by 2024. Moreover, the increase in the ageing population in developed countries like the UK will in all probability produce similar results across the globe.

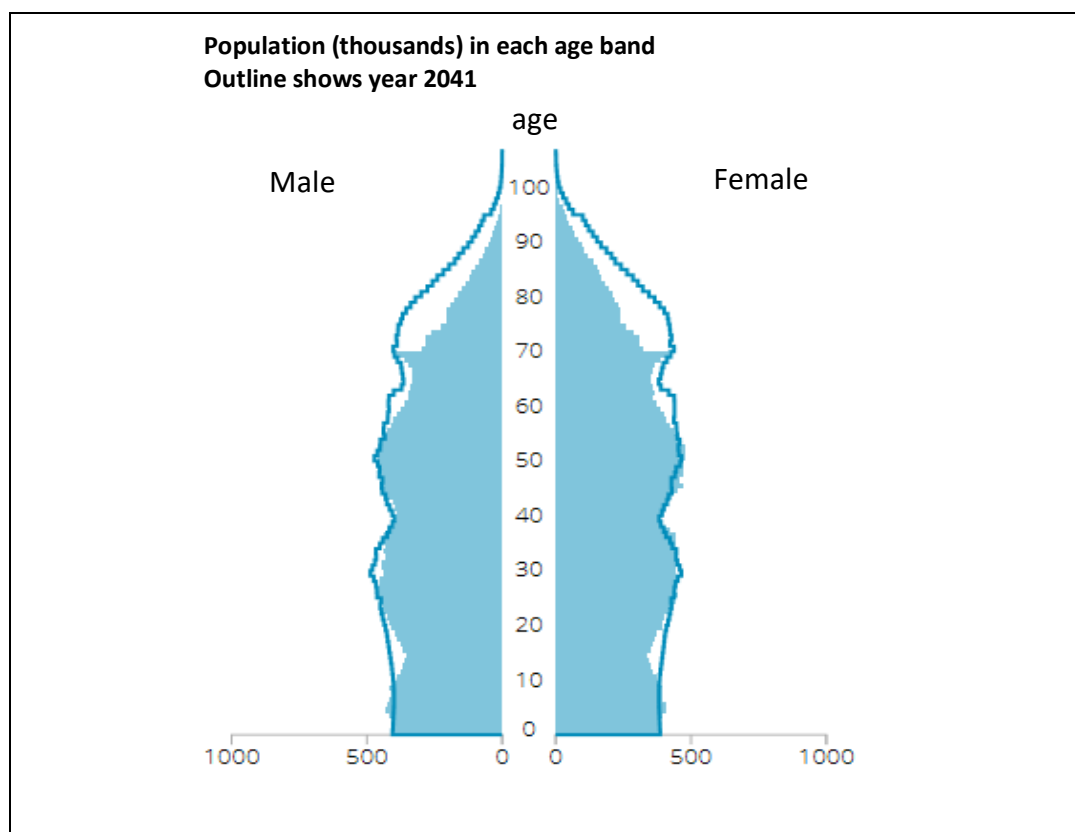


Figure 1: Age structure of the UK population, mid-2016 and mid-2041
 (Office for National Statistics, 2017)

Figure 1 above shows another significant feature in that females live longer than males, and there is an increasing number of people who live beyond 80 years, which means they may have 20 years or more of active life still to enjoy. This factor may impact on the type of provision offered to older adult learners at stage 4 and Art subjects may form an important part of this provision.

According to the NIACE article about adult learning (Stanistreet, 2014), the changes to the funding system in the early 2000s meant that a clear gap emerged

between funding aimed at adult learning and that for younger adults, particularly those on apprenticeships or basic literacy and numeracy courses, and a resulting compartmentalisation of policy formulation ensued. The report states there is a need for a review of the current model of provision in order to eliminate waste and to address the lack of any joined-up policy making. It recommends a more collaborative approach to provision for adult learners, and quotes an example of how a local care home offered a course on Dementia awareness which was provided by a nearby further education college, and was aimed at employees from both NHS, private and voluntary care providers. The impact of such collaborative provision may be difficult to quantify in terms of qualification outcomes, but its effects may be extensive both at an individual and institutional level. This thesis proposes a similar model of collaborative provision aimed at older adults and involving a range of local providers, including further and higher educational institutions, care homes, nursery and primary schools, as well as work-related bodies and voluntary organisations.

1.2 AIM AND OBJECTIVES

1.2.1 Aim

This study aims to develop a collaborative model of teaching and learning based on detailed feedback from learners and educational professionals, which is specifically aimed at the age group 50 and above and which will enable teachers, facilitators and providers to work in a novel collaborative way to improve their learners' motivation (learners at Stages 3 and 4) in the UK.

In order to achieve this, the study will seek to obtain a fuller understanding of older adults' learning motivation in the context of Art activities.

1.2.2 OBJECTIVES

The objectives of this research are:

1. to design a framework of motivation factors based on the reviewed literature, through which older adults' motivation (learners at Stages 3 and 4) can be analysed.
2. to analyse what motivates older adults aged 50 and above to attend Art activities by conducting observations and semi-structured interviews with groups of 30 learners and 6 professionals engaged in Art activities in a variety of formal and non-formal settings in Leicester, UK.
3. to propose a novel collaborative model of teaching and learning for teachers, facilitators and providers to offer Art activities at entry level, Level 1 and 2, based on the feedback obtained from the participant observations and semi-structured interviews.
4. to subject the proposed collaborative model to further evaluation using the Delphi Method with a group of 12 educational experts and refine the model based on their feedback.
5. to subject the second version of the model to further analysis by two focus groups of six older adult learners in each in order to present a final version of the collaborative teaching and learning model to improve learners' motivation.

1.3 THE RESEARCH GAP

Through the literature review, it became clear that research into issues affecting older adult learners is lacking. Some studies focused on the health issues which older people may have, and activities which older people may like to do which

may benefit their well-being. However, there is little research into designing a collaborative model for teaching and learning, and no research focuses on the benefit of designing a platform to collect information and feedback to evaluate, improve and expand learning for older adults in a variety of formal and non-formal settings.

Previous research shows that Art is a popular subject for older adult learners, and this subject has the character of creativity and flexibility. Art can be used with different teaching methods in different age groups, and different levels of disability in terms of ageing issues. Therefore, Art is a popular subject and also a suitable choice for using in the proposed teaching and learning model.

Two major gaps in the literature were identified:

1. Further research into motivation issues affecting older adult learners is required
2. There is no specific teaching and learning model designed for older adults

These issues will be discussed at greater length in chapter 2 below.

1.4 PRIMARY RESEARCH

The primary research is based on qualitative analysis of participants' views and experience, which will be achieved by:

1. Conducting observations, completing formal reporting and field notes in the form of reflections (see Appendix B) of adult Art activities in terms of motivation and practice. Completing reflective journals and field notes based on the researcher's experiences as a participant observer.

2. Developing and identifying new strategies to encourage learners aged over 50 (stage 3 and 4 participants), to learn by conducting semi-structured interviews with a representative group of participants (older adult learners) to determine what motivates them.

3. Developing and identifying new strategies to encourage learners aged over 50 (stage 3 and 4 participants) to learn by conducting semi-structured interviews with a selected group of professionals in the field to determine what they consider motivates their learners.

4. Evaluating the proposed first model of delivery by adopting the Delphi Method with a group of experts in order to refine and propose a second version of the model.

5. Evaluating the final Teaching and Learning (TL) Model of delivery by conducting focus group interviews with learners aged over 50 (stage 3 and 4 participants), to seek their feedback.

The primary research of this study developed a set of structured interview questions based on the results of the secondary research and used different types of interviews and observations involving the designed interview questions, to gain further understanding of learners' motivation and teachers' views on this issue.

Semi-structured interviews and focus groups are two of the main data collection tools used in qualitative research (Leavy, 2014). The interviews in the primary research comprised observations, semi-structured interviews, the Delphi Method, and focus group interviews.

1.5 RESEARCH PROCESS

This study includes two main processes, which demonstrate both the design and the evaluation process, based on the findings from previous research and the interview data which helped refine the concepts proposed.

1.5.1 DESIGN PROCESS

The design process started from the literature review and data collection. The purpose of conducting a literature review was to identify the research gap in the knowledge of adult motivation and model design. Another purpose of this literature review was to discover what motivates learners to engage in lifelong learning. In this study, major learning motivation factors were identified and used in the design of the motivation factor framework which was subsequently adapted for the observation themes and interview questions.

The first set of questions was devised and tested through a pilot study, and subsequently the framework formed the basis of the data collection process, which included participant observations, semi-structured interviews, Delphi Method and focus group interviews.

The design process of refining Teaching and Learning (TL) Model 1.0 was based on the results and feedback from the Delphi Method, while the focus group evaluation led to the design of the final Teaching and Learning (TL) Model. Both design and evaluation parts aimed to demonstrate the foundation and process of user-centred design.

The findings from all of these data collection tools were used to identify the key features incorporated into the proposed model of teaching and learning for older adult learners and its subsequent refinements.

1.5.2 EVALUATION PROCESS

As part of the same overall process, evaluation of different versions of the model included Delphi Method and focus group interviews. The Delphi Method was used to evaluate TL Model 1.0, while the focus group interviews were used for evaluation of Model 2.0.

1.6 SUMMARY OF CHAPTER ARRANGEMENT

This section shows an overview and arrangement of each chapter in this thesis. Chapter 1 is an overview of the whole thesis. It provides an introduction to the motivation, aim and objectives of this research, as well as identifying the research gap relevant to the study. It provides an overview of the design and evaluation process.

Chapter 2 gives the literature review related to adult learning. Firstly, it focuses on key definitions in order to understand the nature of adult learning, and offers an overview of provision of Art activities in the UK.

The wider needs of older adult learners, including health and environmental needs are also discussed. The next section draws attention to theories related to adult learning, including several theories on human needs, learning motivation and learning and teaching. Related research and further discussion of the research gap follows in the next section. At the end of this chapter, a summary is provided of the most important ideas and issues relevant to this research.

Chapter 3 is the methodology chapter which details the data collection tools used in the primary research, which include observation, semi-structured interviews, Delphi Method interviews and focus group interviews.

The research ethics are discussed, and the target population and research strategy are outlined.

Chapter 4 aims to develop Teaching and Learning (TL) Model 1.0. It reports the design development of this model, based on two different methods of data-gathering: observation and semi-structured interviews. Initially, a pilot study was conducted to test the interview questions and refine them based on feedback from the interviewees. The results led to the development of TL Model 1.0 design, and the key features of this model are described and justified.

Chapter 5 shows the Delphi Method evaluation of TL Model 1.0, which led to TL Model 2.0. The Delphi Method was used to gather experts' opinions and feedback. There were three rounds of interview questions to generate experts' feedback, which is reflected in the three sections outlining the method of question design, data collection and analysis. The results which impacted on TL Model 2.0 design are analysed and justified.

Chapter 6 demonstrates the evaluation development of the final TL Model. It describes the use of focus groups to evaluate TL Model 2.0 in order to refine it and design the final TL Model. There follows a discussion of the focus group evaluation of TL Model 2.0, and a justification of this design.

Chapter 7 discusses the practical applications of the final TL Model, and further applications which could be designed by using it.

Chapter 8 identifies the contributions, recommendations and limitations of the thesis, as well as describing how the study met the overall aim and objectives.

The following chapter will discuss the reviewed literature relevant to this study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a discussion of the literature reviewed as part of the secondary research process of this thesis.

Section 2.2 presents the key definitions of adult learning, in order to clearly define the sector which is the focus of research in this study. The section covers the differences between lifelong learning, adult learning, continuing education and community learning within the UK context.

Section 2.3 presents an overview of adult learning in the UK, with evidence of the decline in numbers of adult learners in recent years. It also provides a definition of Art activities as related to the current study along with the type of Art provision currently available to adults.

Section 2.4 examines any health and environmental issues which might affect older adult learners, including declining health and sensory perception in older adults, as well as environmental factors which must be considered when planning learning for this age group.

Section 2.5 discusses the relevant motivation and learning theories which discuss adult learning. It is divided into nine subsections which cover the main issues relevant to the primary research. The first three subsections cover basic human motivation and needs, as analysed by Maslow (1943), Alderfer (1969) and Ryan and Deci (2000) with the focus on identifying what motivates humans to develop, grow and achieve success. These theories are relevant to the research as they

give a fundamental insight into general motivation, and the review makes clear links to how this may affect learning motivation in particular.

The fourth subsection discusses the important distinction between intrinsic and extrinsic motivation, which was relevant to the current thesis in terms of identifying which factors motivated older adults to learn.

The fifth and six subsections examine the two main theoretical scales or categorisations of adult learning motivation adopted in this study. The first was proposed by Morstain and Smart (1974) based on the work of Boshier (1971) in the form of six main factors that motivate adults to learn and which proved useful in underpinning the framework of motivational factors in this thesis. The second was the 10 motivation framework proposed by Carré (2000) which led to the motivational framework finally devised and adopted in this study.

The final three subsections present the main relevant theories of adult learning which informed the current research. The seventh subsection analyses the distinction between pedagogy, andragogy, and heutagogy, with a critique of Knowles's (1980) andragogy as the most relevant to the current study. Adults learn through sharing experiences and taking responsibility for their own learning, as discussed in the eighth subsection where transformative learning (Mezirow, 1991) and appreciative learning (Conklin and Hart, 2009) are analysed. Finally, in the ninth subsection Bloom's taxonomy (1968) is presented as a means of identifying how learning takes place and what teachers and planners need to consider when planning any teaching and learning activity.

Section 2.6 examines the related research and provides further detail of the research gap.

The chapter concludes with a summary of the main issues, concepts and frameworks which emerged from the literature review and which informed the primary research and the design and evaluation of the teaching and learning model in subsequent chapters.

2.2 KEY DEFINITIONS OF ADULT LEARNING

This section aims to provide definitions of key terms used throughout this research in the context of adult education in the UK. It will define adult education: its nature, theoretical perspectives, context and some influential case studies undertaken in the UK.

There are many definitions of adult learning, however the explanation and the perspectives show that adult learning includes continuing learning, community learning, and it can also be considered a process of lifelong learning. The aim is to encourage adults, no matter at what age or stage, to continue learning, which is a way to improve their feeling of belonging in society as well as improving their motivation and interest in learning, whether knowledge or skills.

The education of adults includes several age groups and a wide range of subjects. There are some definitions from different organisations which have conducted specific research in the adult learning field. The National Research and Development Centre for Adult Literacy and Numeracy (NRDC) defines adult learning as “the entire range of formal, non-formal and informal learning activities which are undertaken by adults after a break since leaving initial education and training, and which results in the acquisition of new knowledge and skills.” (NRDC, 2010, p.6)

This shows the wide range of settings containing a variety of learning methods. Therefore, in one way, it means more freedom for teachers’ teaching, and fewer

constraints such as a National Curriculum which colleagues in primary and secondary education are obliged to follow (NRDC, 2010).

Other definitions such as that provided by the European Commission define adult learning as, “all forms of learning undertaken by adults after having left initial education and training, however far this process may have gone (e.g. including tertiary education).” (Commission of the European Communities, 2006, p.2)

Again, the main issue includes having left initial education, meaning the compulsory phase of education (currently from the age of 5 to 18 in the UK) for a period of time.

Characteristics of adult learning sectors vary within Europe: “Adult learning is the most diverse of the lifelong learning sectors, and national adult learning systems (where these exist) are complex and heterogeneous. The adult learning sector in Europe is vast, fragmented and diverse and is different from Member State to Member State.” (NRDC, 2010, p.7) Current research conducted by the European Union aims to identify a European-wide definition and shared understanding of the adult learning sector (NRDC, 2010).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines lifelong learning as consisting of three types: formal education, non-formal learning, and informal learning (Yang, Schneller and Roche, 2015). Formal education is a systemic, structured education system; non-formal learning is any learning beyond formal education system in society; informal learning is the skills and knowledge which learners obtain from lifelong experience in their surroundings.

Within the UK, both “adult” and “community” learning are terms which are used widely to describe post-compulsory (19+) adult provision. This form of learning occurs in many different venues and is undertaken by adults who do not

necessarily regularly take part in learning or training. Adult learning as defined by the New Challenges Report from the Department of Business, Innovation and Skills (BIS) (BIS, 2011) frequently involves joint provision by local colleges and schools, providers based in the community and local councils. It ranges from more structured programmes delivered by trained adult tutors to less structured or highly non-formal learning sessions and even includes personal online learning. Learning may be unstructured, taught informally by private providers or in self-organised groups, and can even include online personal study (BIS, 2011).

Adult learning may consist of short courses, although it can also last for a year or more. Public, private or voluntary sector providers may offer adult learning, or groups of people can plan their own direct contact or online teaching and learning groups.

The common factor of all types of adult and community learning is that such learning gives adults an opportunity to develop existing or new interests, at the same time helping them develop self-confidence and well-being, while enabling them to support each other and their children or grandchildren.

One distinguishing feature of adult and community learning is that it provides personal choice, responsibility and empowerment. Older adult learners can follow their interests in learner-centred classes which increase personal well-being and social cohesion. Many older adult learners would never undertake learning or achieve their potential if such provision did not exist (BIS, 2011).

There are several terms which are used in adult learning in different settings. Adult education, as recognised in the UK, is often referred to as “Continuing Education”, particularly in the USA and Canada. It involves learning opportunities for adults and out-of-school young people which is not full-time. Due to the change of education, technology, and employment, adults and unemployed

young people may seek the necessary knowledge to cope with new situations and challenges or they can remain in educational training to participate fully in the new society, or they could partly change their attitude towards the learning situation. In terms of education providers, they must respond sensitively to these new learners, which means offering courses related to their direct needs, as well as providing creative and useful courses using teaching methodology and features of andragogy (see section 2.5.7 below) which are more appropriate for such adult learners. Basically speaking, learners know what they need on the one hand and teachers need to be aware of what their learners need on the other hand, in order for continuing education to be more successful for both learners and teachers. Learning and teaching in modern society changes rapidly alongside rapidly developing technology. The needs of learning change so quickly that unless people can cope with the situation, they can easily be left behind.

Continuing education can be considered a lifelong process and adult learning should form a major part of any national educational policy. All kinds of university and further education centres funded by councils need to take responsibility for providing continuing education and lifelong learning. It is the government's responsibility to provide such educational opportunities, although adult learners are usually expected to pay for their course according to their ability to pay.

The following table summarises the chief objectives of continuing education and how these benefit both the individual and society.

Table 3: Objectives of continuing education

(Based on Dugger, 1965)

Objectives of continuing education	Benefits for individuals	Benefits for society
To raise individuals' awareness of how their civic responsibilities can assist others in their local, national and international setting.	To understand their individual rights and responsibilities.	Increase social cohesion and participation. For example, volunteering, charity work.
To make them economically more efficient.	Giving people the chance to develop their careers and become economically independent from the government.	More active population in society and less dependent on government.
To enable individuals to develop self-awareness and how they might adjust their work, home and family life to suit their wider needs.	It is easier for people to balance work, life and other commitments.	Encourage people to be more productive and creating more harmony for the society.
To promote health and physical fitness.	Living quality life longer.	Reduce health costs.
To offer individuals ways of engaging with cultural issues, arts, sciences and humanities.	Giving people the chance to develop as a whole. Giving learning chances to everyone for the sake of learning. Looking at the person as a whole and more esoteric.	Improve the development of culture and create a positive environment for people.

In this way, if these objectives are achieved, the benefits to society, business, economy, and the government could be significant. For example, adults who have lost their job and need new skills through continuing education could become economically independent from the government, which ultimately would save money in unemployment benefit payments. Furthermore, people could have greater chances to remain healthy and more space to think and help themselves and others.

In Table 3 above, there are five objectives of continuing education. The first is to raise individuals' awareness of how their civic responsibilities can assist others in their local, national and international setting.

The purpose of education is the journey of learning from each other, learning with each other, and learning in a community, society, or a nation. Learning is an activity whereby people need to learn from the context and adapt to the environment. It is difficult for people to simply learn on their own without any connection and any context. Therefore, participation in learning activities is vital to develop people's skills and knowledge. They have the responsibility to be aware of the surroundings, the context around them, and learn from experience.

The second objective of continuing education is to make the learning process more efficient. Learning could be a lonely journey or a group experience. Even though people choose to learn on their own, they still need to use the resources that the community or society provides. Therefore, how to use the education resources available and how to make people use them efficiently is the key to any learning model and learning strategy design. It includes time, money, and the learners' energy. Therefore, the learning model design should make sure that the learning strategy and the resources are economically used.

The third objective of continuing education is to enable individuals to develop self-awareness and how they might adjust their work, home and family life to suit their needs. The human being is a social animal. Every day people try to make sense of their surroundings and the context they live in. The learning process is to help people to develop their knowledge so that they can make better decisions or adjustments to their way of adapting to the environment, including the physical environment and the relationships between each other. No matter what kind of roles they need to play in different situations, for instance at work, at home or in relationship with others, they need to develop a sense of responsibility and knowledge to adjust their experiences on the learning journey and in their whole life.

The fourth objective of continuing education is to promote health and physical fitness. Learning is an activity that includes all dimensions of physical and psychological practice. From learning experiences, people can learn how to use different methods to improve their health, including physical and mental health.

The example is that through learning in a larger context, such as a school or community, this could help learners to develop interactions, such as group activities, which are beneficial for physical health. The fifth objective is to offer learners the opportunity to develop holistically through creativity.

The concept of continuous learning is beneficial for the individual and for society. To understand the individual rights and responsibilities is the first step to know the purpose of learning, and people have the right to use education resources equally. Ideally, education resources should be available for everyone from all kinds of backgrounds, and in order to fit their needs, education resources can be adjusted to offer different levels.

One of the characteristics of continuing learning is to give people a chance to develop their careers and become economically independent from the government. For the age group in this research, developing their careers after they have reached the semi-retired or retired stage is not that important. However, the essence of this idea of being economically independent from the government involves developing independence through learning, and in the long term, if learners can become economically independent in this way, they will have the motivation to continue learning.

The benefit of continuing learning is that each individual can be flexible to balance their work life and other commitments, due to the flexibility of continuing learning provision. In the current education system, there are certain stages that are considered suitable for learning and after passing all these stages,

learners may feel learning is not part of their life any more. However, continuing learning could provide a flexible timetable and subjects which are not just for exams and gaining certificates, that means that learners can have variety and flexible choices that they can fit with their daily lives.

The benefit of learning continuously is it stimulates learners' brains. For the physical advantages, it could have huge benefits for preventing some illnesses caused by ageing problems, such as dementia and memory issues. The consequences of preventing age-related illness means improving older people's quality of life. In this study, the focus is on people who are aged over 50. Continuing learning could provide stimulating activities and courses for people to attend, and it also provides continuous service, which means people can have better chances to live a quality life by activating themselves physically and mentally in a positive learning cycle.

The benefits to society of people who are in continuing education, include increasing social cohesion and participation, for example, voting, volunteering and charity work. When people are engaged in continuing education, they have more chances to meet people and to expand their social network. As a result, they will have more motivation to participate in activities that are provided by organisations or in a wider range of participation, such as social activities, social movements, and public issues. Through learning, they will have experience of exchanging and expressing their ideas, which would increase cohesion in order to create a society that would have more possibilities to move forward.

Another benefit of continuing education is that society would have more active people and a smaller proportion of the population who are dependent on the government. In a society, if there are too many people relying on the government's help and support, it will slow the progression of the government's

function. This in turn might lead to a reduction in the support from the government to continuing education. All kinds of education need funding and resources to support them in order to be functional. It would be unfortunate if the government could not support continuing education because too many people have taken control of resources for different reasons. Therefore, a more effective continuing education model ought to be supported by government and society in a balanced way.

Continuing education encourages people to be more productive and promotes more harmony in society. If people learn new skills and meet new friends through learning, they may find themselves in a position to turn their newly acquired skills and knowledge towards practical situations, thus creating a positive cycle leading to more productive results. It may also prevent isolation from society as continuing learning provides a chance for people to share their learning and experiences with others, in order to create a more harmonious society.

Through continuing education, people have more chances to prevent some physical and mental issues, such as loneliness, isolation, and lack of stimulation from the outside world. The consequence is that when people have a better quality of life, they are more likely to live happier and healthier lives, and this will reduce the cost of health issues. Health costs are one of the biggest concerns of modern-day government. People are living longer because of technological developments, but if they cannot maintain a healthy life style, they will become an economic issue for their family and society. Therefore, for the benefit of society, the authorities should support continuing education.

For the objective of continuing education, it is important to offer individuals ways of engaging with cultural issues, Arts, sciences and humanities. The education system is designed for young people to have the ability to fit into society, such as

give them the knowledge and skills they need to survive. Therefore, most course designs are focused on the subjects that can help learners into employment.

The 2012 Adult Learner survey (Stanistreet, 2012) found that people in employment are more than twice as likely (44%) than those not in employment (21%) to engage in learning. It also reported that 78% of adults engaged in learning do so to improve their employment or career prospects, with the remainder of 22% engaging in learning due to a leisure or personal interest. It is significant that 23% of those interviewed said they were learning “To get a paid job”, but this increased to 30% for those in socio-economic group DE (see Table 6, p.38) and to 48% for unemployed adults, a clear indication of the importance of how learning is perceived as a benefit with regard to employment.

However, there are some subjects which are helpful for learners to continuously develop their experiences and knowledge of themselves and the world. Arts, sciences and the humanities are subject areas which help to develop our idea of being a human in society, therefore it is vital for continuing education to provide these subjects.

For personal development, continuing education gives people chances to develop as a whole and offers learning opportunities to everyone to enjoy learning for its own sake. It is natural for people to learn from each other and from their past experiences, this will develop their skills to think in a bigger and wider picture, in order to open the potential to develop as a whole person.

From society’s point of view, continuing education means improving cultural development and creating a positive environment for people. Learning subjects which can help people to develop as a whole person and learning to respect different opinions and share their thoughts and ideas in groups, all this positive

interaction will help the development of culture and naturally create a positive and interactive environment for learners.

Table 4 summarises the main characteristics of the various terms used in the reviewed literature.

Table 4: Main characteristics of different types of adult learning
(Based on Myers, Conte, and Rubenson, 2014)

<i>Characteristic</i>	<i>Adult education</i>	<i>Lifelong learning</i>	<i>Community learning</i>	<i>Continuing education</i>
<i>Assumption</i>	Based on specific philosophical assumptions about learning.	Based on the rights and responsibilities of citizens and the development of the individual regardless of age.	Based on community-approach to education in both formal and non-formal settings.	Based on developing responsibilities and offering benefits to individuals within wider society.
<i>Core belief</i>	Core belief is that adults are motivated, able and willing to learn.	Core belief in citizenship and their social political and economic activity.	Core belief in the responsibility of providers to teach people in the community where they reside.	Core belief in developing professional skills such as workforce training, distance and online learning.
<i>Theoretical background</i>	Typified by andragogy which emphasises task-focused learning putting previous experience and theory into practicing and sharing of ideas and experiences.	Typified by heutagogy which is based on the assumption that each learner decides what to learn.	Typified by socialist political theory of empowering individuals and communities to improve their life opportunities.	Typified by market-driven political theory which means that individuals need to be skilled to meet the needs of society.

Table 5 below summarises the main features of each type of adult learning identified in the literature.

Table 5: Main structural features of different types of adult learning
(Based on Myers, Conte, and Rubenson, 2014)

	<i>Adult education</i>	<i>Lifelong learning</i>	<i>Community learning</i>	<i>Continuing education</i>
<i>Basis</i>	It is usually fee-paying and voluntary. It includes a wide range of subjects.	It is usually fee-paying and voluntary. It includes a wide range of subjects.	It is usually fee-paying and voluntary. It includes a wide range of subjects.	It is usually funded by the employer and may be voluntary or a requirement.
<i>Setting</i>	Adult Education Centres, schools, and sometimes universities.	Residential care homes, libraries, community venues, and schools.	Community venues, and schools.	Further education colleges, workplace, individual's home via E-learning, and some universities.
<i>Organisation</i>	Small classes, with qualified teachers, and not necessarily leading to any qualification. The focus is on personal and social development.	Small classes, with qualified teachers or activities managers, and not necessarily leading to any qualification. The focus is on personal and social development.	Small classes, with qualified teachers, not usually leading to any qualification. The focus is on personal and social development.	Small classes or individuals, with qualified teachers, usually leading to a qualification. The focus is on professional development.
<i>Timing</i>	Courses can be in the day-time or evening and even weekends. It is usually part-time for 2-3 hours per week. or may be full-time (15 or more hours per week).	Courses can be in the day-time or evening and even weekends. It is usually part-time for 2-3 hours per week.	Courses can be in the day-time or evening and even weekends. It is usually part-time for 2-3 hours per week.	Courses can be in the day-time or evening and even weekends. It is usually part-time for 2-3 hours per week or may be full-time (15 or more hours per week).
<i>Motivation</i>	Personal interest, or professional requirement. It is often used to occupy free time, for socialising, pursuing a hobby or interest, or to stimulate physical and mental capacities.	Personal interest, or professional requirement. It is often used to occupy free time, for socialising, pursuing a hobby or interest, or to stimulate physical and mental capacities.	Personal interest, or professional requirement. It is often used to occupy free time, for socialising, pursuing a hobby or interest, or to stimulate physical and mental capacities.	Professional requirement, keep learning and upskilling, required for promotion in employment.

Adult Education is based on specific philosophical assumptions about learning with the core belief that adults are able and willing to learn, also about teaching and learning methods and styles. Based on the needs of adult learning, andragogy provides an idea of how adults learn as compared to how children learn. The main feature of adult learning is it is more task-focused, drawing upon life experiences, putting theory into practice, and sharing ideas.

Adult learning usually takes place in adult education centres, schools, community venues and universities. The learners are aged 19 and over. In this study, the focus is on older adult learners aged over 50. The reasons why adult learners choose to undertake education are based on personal interest, professional requirements, occupying time, socialising, following a hobby and continued learning to help stimulate their physical and mental capacities.

The concept of lifelong learning reflects the rights and responsibilities of citizens, along with a commitment to develop the person regardless of age. The idea of lifelong learning is related to the concept based on the key assumption that each learner decides what to learn and how. It is also the main characteristic of heutagogy. Lifelong learning focuses on the learners' citizenship, their social, political, and economic activity and aims to develop the continuing value of people.

Lifelong learning usually takes place in libraries, communities, schools, and residential care homes. The reasons why older adult learners choose to continue lifelong learning programmes are similar to those for adult education, however, people who engage in lifelong learning are not particularly studying for professional reasons.

Community learning can also be called community-based education or Community learning and development. It consists of providers offering both formal and non-formal learning opportunities to a range of groups or individuals within their community setting.

Community learning can also be related to university education. Universities are increasingly responsible for developing education further and taking the responsibility for educating people who live nearby, in other words, people in the community. Many universities have outreach and widening participation strategies to meet the needs of their local community.

Community learning usually takes place in community venues, such as local community centres, libraries, and schools. People who choose to do community learning tend to focus on their personal interests and social reasons for attending courses and use learning as a tool to manage their time and keep their mind and body active.

Continuing education focuses on developing responsibilities, benefits for the individual and wider society. It can also develop professional skills, such as workforce training, which includes classroom and distance learning or e-learning. Continuing education is related to the responsibility of society, and it also benefits an individual's social identity and sense of responsibility. Therefore, having a professional commitment to develop the workforce in order to benefit society is the aim of continuing education.

Continuing education in the UK is usually defined as further or higher education related to tertiary education; therefore, it often takes place at colleges or universities. Learners who choose to take on continuing education usually have a professional requirement; therefore, they need to keep learning new skills and

updating their information in order to fit the needs of society, which is an important feature of continuing education.

Adult education activities should aim to meet the educational needs of people and the environment. People need all kinds of skills to develop as citizens, individuals, workers, and members of a family. Some adult classes provide information, knowledge and skills that people need, and which are suitable and useful for society and develop individuals' potential and sense of personal fulfilment. The activities should provide learners with an opportunity to enhance their creativity, spend their free time beneficially, with a wide range of cultural experiences based around the sciences and Arts (Dugger, 1965).

In order to function effectively in society, adults need to learn certain basic skills and self-awareness. Usually English, Maths, and Information Technology are basic courses in the curriculum, however, Art is everywhere, and it is a powerful way to communicate. Art is a useful tool for everyone and any age to relate to each other. The main concern of adult learning remains the provision of basic literacy and life skills, including parenting as well as a degree of vocational training or retraining, and education in civic and public affairs.

The following case studies have investigated the features and roles of adult education in the UK. The first case study by Dugger (1965) investigated how learning impacts positively on older adults' well-being, by measuring adult learners' attitude towards learning they had undertaken.

The second case study by Dench and Regan (2000) analysed older adults aged 50 to 71 who were invited to take part in a re-interviewing process following their initial interviews for the National Adult learning Survey (NALS) in 1997. The more recent interviews were conducted in order to provide updated data on adult learning motivation, participation, lack of participation, and the impact of any

learning on individuals. From 1997 to 1999, the study found that 70% of the respondents had participated in learning, based on the broad definition applied by the researchers. This included formal, informal and online learning. It was found that 48% had been involved in taught learning, whereas 56% had engaged in non-taught or informal learning activities, such as reading. Participants reported significant benefits in terms of well-being and social participation.

Moreover, 80% of the respondents stated that learning had impacted positively on one or more of these aspects: their sense of enjoyment, confidence, self-esteem and general satisfaction, including coping with stress. It was further noted that certain groups derived particularly positive benefits for learning, including women, those with a disability or in poor health.

The third case study by Withnall (2010) investigated how learning impacted on older adults' lives in Britain from 2000 to 2004. It consisted of largely qualitative data obtained from ten focus groups of older adult learners. It also included quantitative data from interviews followed up by in-depth interviews. This mixed method approach is replicated in the current research study. The participants were all retired and there was an even quota of those who had participated in learning and those who had not. Equally, some of this learning was formal and some informal.

The majority of respondents in this study claimed that learning helped them keep mentally active and they enjoyed learning new skills. A large proportion said they valued the social interaction gained from learning activities, while a smaller proportion claimed it helped them relax and provided health benefits.

The study of Jamieson (2007) was based on data obtained from interview questions and interviews with retired learners in the UK who were following courses at a university. The respondents reported that their well-being benefited

in many ways from being involved in formal learning. Above all, this learning became a major factor in their social life, helping to improve their self-esteem. Furthermore, mental stimulation gained from studying new subjects provided them with many benefits, including the desire to fully use their newly acquired spare time in an eager, productive way (Jenkins et al., 2011).

The study of Jenkins and Mostafa (2013) used data from the English Longitudinal Study of Ageing (ELSA) consisting of a large amount of responses from participants aged 50 and over, which identified trends in ageing and attitudes to learning. As in similar studies, formal learning, formal groups such as Art or music evening classes, and informal exercise groups were all analysed. It was clear from the findings that subjective well-being was substantially improved by attendance at evening classes offering education, Art or music, while other groups did not yield the same levels of well-being.

The first case study investigated how learning impacts positively on older adults' well-being, the second investigated the social benefits of such learning, the third case study identified self-esteem as an important benefit enjoyed by older adult learners, while the fourth study found that subjective well-being was enhanced by taking part in evening classes, such as Arts or music groups.

2.3 OLDER ADULT LEARNERS AND ART ACTIVITIES IN THE UK

This section will present the main parts of the literature review conducted into the theme of what motivates older adult learners in the UK to participate in learning activities. This includes a section on general background information describing who learns what, where and how in the UK adult education sector.

This will be followed by a specific discussion of Art activities and their position within adult education in the UK.

The focus of this research is to discover the motivation factors of older adult learners when engaging in Art activities. Therefore, the main focus of this literature searching is motivation and Art activities in the UK while a secondary area of interest includes environmental and health issues which might impact on older adult learners' ability or enjoyment of such Art activities. This is conducted within the wider topic of adult learning theory and practices.

2.3.1 TRENDS AMONG OLDER ADULT LEARNERS IN THE UK

This section discusses the findings of the 2012 NIACE Survey into Adult Education in the UK along with supplementary findings from the National Adult Learning Survey (NALS) and information from the Office for National Statistics (Aldridge and Hughes, 2012). This will provide some essential background information as to how older adults learn in the UK and the main issues identified in these surveys.

The motivation to learn decreases with age, therefore the percentage of the population aged over 50 engaged in any learning activities is likely to be quite small. The motivation to continue with lifelong learning is often based on previous experience of school education, therefore the percentage of the oldest section of society who have not been involved in any form of education since leaving school is likely to be quite high. The following figure 2 illustrates this.

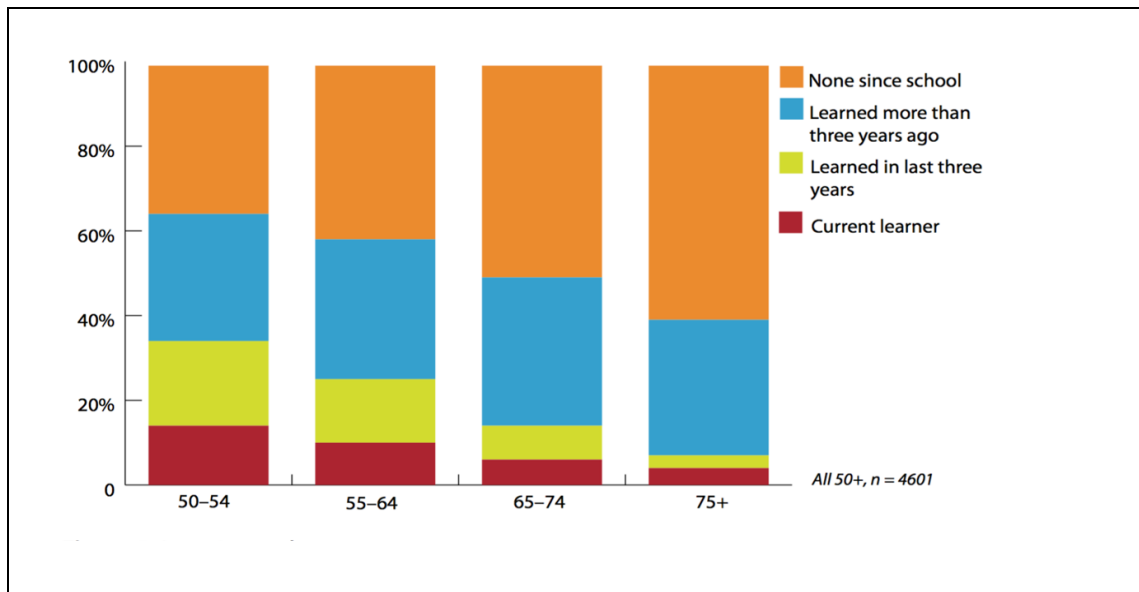


Figure 2: Learning and age

(McNair, 2012, p.15)

The data analysis is based on 4,601 people aged over 50, separated into 4 groups according to age. Under 40 percent of the population aged 50-54 had learned in the last three years or were currently learning. In other words, it means the learning process has been decreased to more than half the population once people reach 50. There is a steady decline in the number of currently or recently active learners, falling from around 38% of these aged 50 to 54-year-olds to around 6% of these aged 75+. It also gives an idea that older adult learners are lacking in learning opportunities or motivation. The ideal situation for those aged 75+ would be to see them as actively engaged in learning as the age group 50-54.

According to the 2012 NIACE survey, only a very slight variation in attitude to learning was detected between men and women aged over 50. The following diagram shows this (Aldridge and Hughes, 2012).

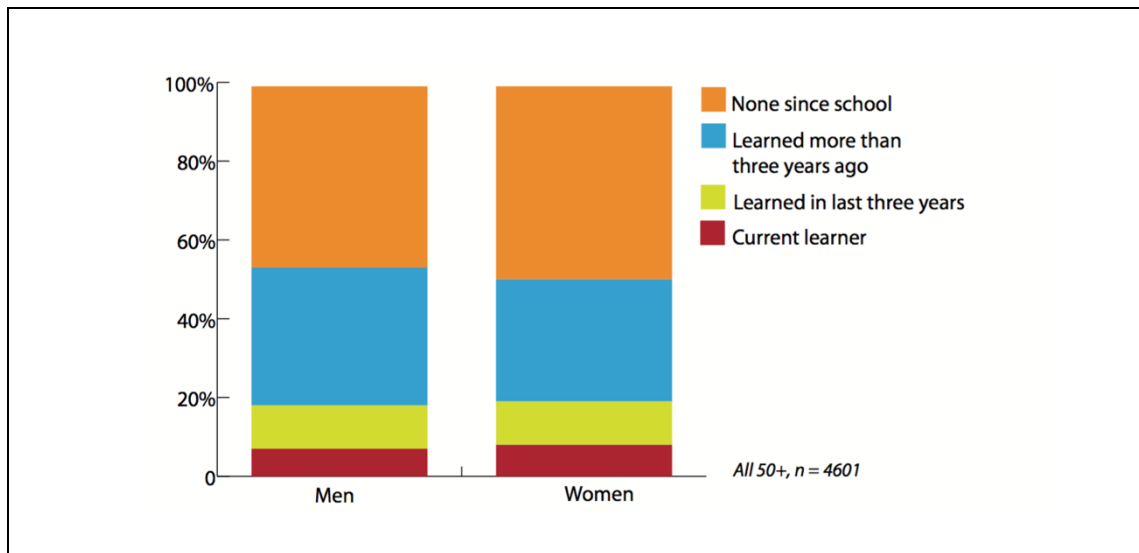


Figure 3: Learning and gender

(McNair, 2012, p.15)

The data shows that the numbers of older adult learners aged over 50 are equally divided between men and women. It also shows that almost 50 percent of older adult learners had not been involved in learning since they left school which is quite a high proportion of all participants. Including the percentage of those who had learned more than three years ago, nearly 80 percent of participants had not learned anything for 3 years or more before this survey. That means society is losing a large percentage of people who have extensive experience but are not related to learning anymore, which is a danger of the ageing society as well as a potential health issue. In society, most people would think that women would be more likely to engage with adult education because they have more time than men, who are mostly at work. However, the data shows there is scarcely any difference between men and women in learning beyond the age of 50.

Employment status is a major factor which changes dramatically between stage 3 of older adult learners and stage 4. In the former category most respondents were still working, whereas only a small fraction of those aged 75+ were still in full-time employment. Whilst we would expect this trend, it is significant that small numbers of stage 4 were still working, and this trend may continue as the

retirement age in the UK is set to increase further. This will have implications for education, skills training or for keeping the elderly active. The following figure 4 indicates the employment status data:

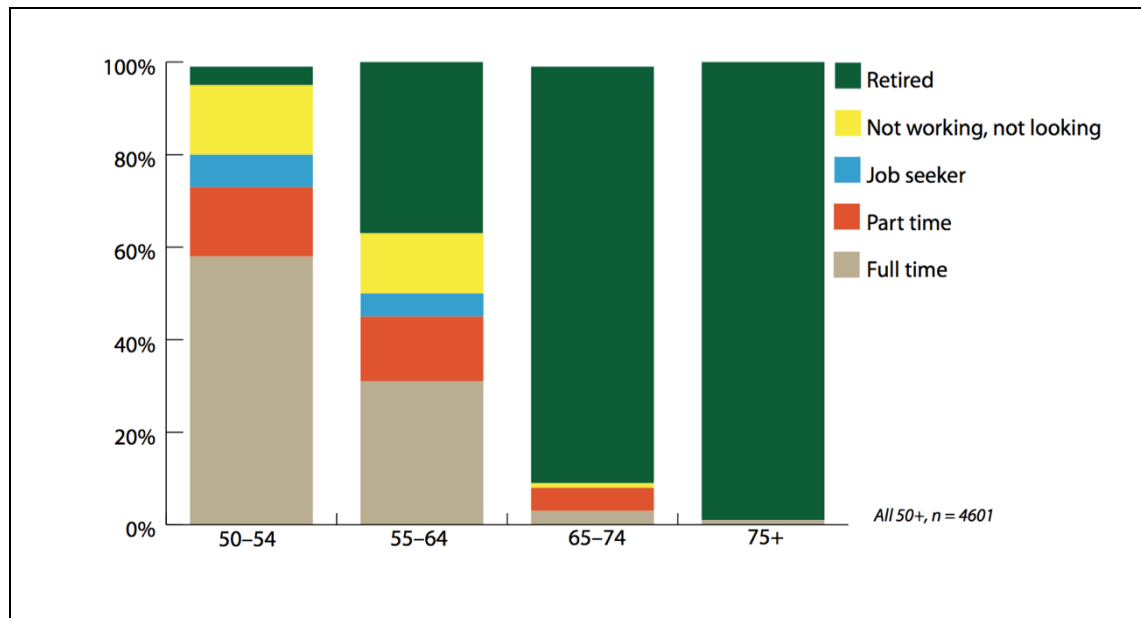


Figure 4: Employment status of respondents

(McNair, 2012, p.13)

The data analysis is based on 4,601 people aged over 50, separated into 4 groups according to age. As the data shows, almost 60 percent people of those aged 50-54 were still in full-time work, meanwhile around 50 percent people of those aged 55-64 were in work, including part-time jobs. Once people reached the age over 65, almost 95 percent were no longer working. This shows that people aged over 65 suddenly have more free time without work commitments. At the same time, they have to think about how to use the time well after their working life has finished and try to maintain their health and economic activity. Around 40 percent of the 50-54 population could potentially be encouraged to join education activities, while 70 percent of those aged 55-64 could be persuaded to do so, and 98% of those aged 75+.

The motivation to learn appears higher when people are still in employment and need to maintain their skills for work, as the diagram illustrates below.

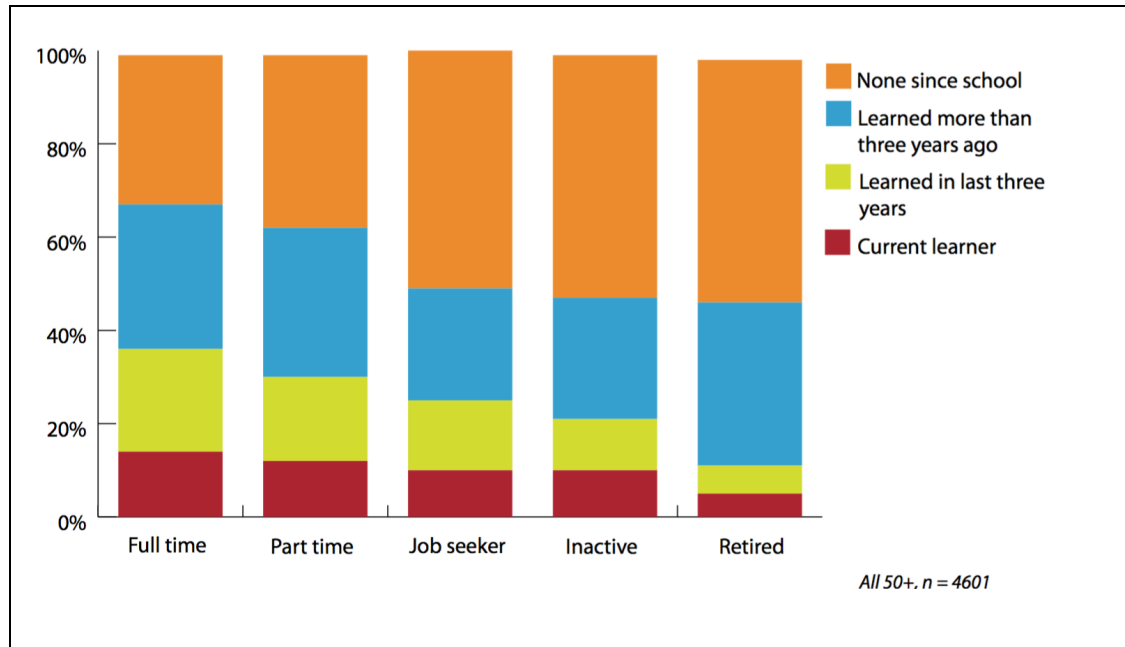


Figure 5: Learning and social class

(McNair, 2012, p.15)

The data analysis is based on 4,601 people aged over 50, separated into 4 age groups, and it shows that nearly 40% of people in full time work had learned in the last three years or were currently learning. Almost 10% of the population were likely to learn when they are retired. There is a significant decrease in learning activities following retirement. Job seekers and inactive people were similar in their willingness to engage in learning, both of them lower than people who have jobs. It would be logical to assume that full time workers might have less time to conduct other activities, however, the data shows that when people are more active, they are more likely to connect with other learning activities.

Social class is another determining factor which influences people's attitude to learning. Figure 6 below uses the traditional National Readership Survey (NRS)

social group categories: AB, C1, C2, DE to categorise the respondents. Table 6 below table describes these categories.

Table 6: NRS classification of socio-economic class
(Office for National Statistics, 2016)

Socio-economic class	NRS classification
Higher professional and managerial workers	AB
Lower managerial and professional workers	AB
Intermediate occupations	C1
Small Employers and non-professional self-employed	C1
Lower Supervisory and technical	C2
Semi-Routine Occupations	DE
Routine Occupations	DE
Long-term unemployed	DE

The following figure 6 indicates the correlation between learning and employment status among older adult learners.

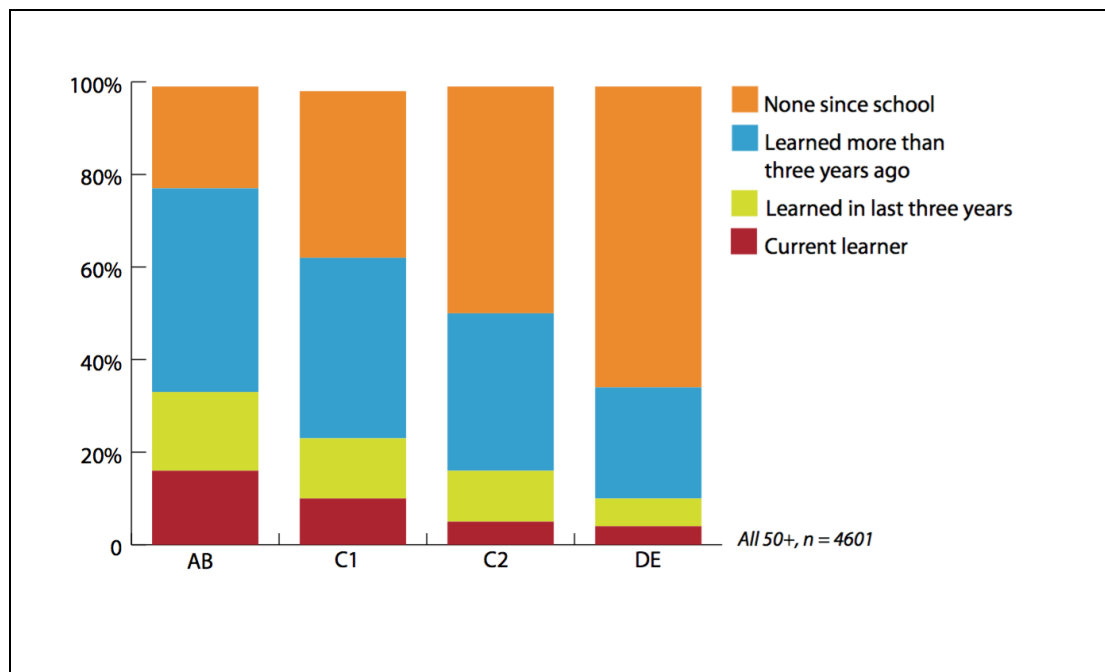


Figure 6: Learning and employment status
(McNair, 2012, p.16)

The data analysis is based on 4,601 people aged over 50, separated into 4 socio-economic groups. This data showed that those in the DE socio-economic group were less likely to be learning in any form of education, even below 10 percent, including current learners and those who had learned in the last three years. Those in the AB group reached over 30 percent, the highest proportion of all the socio-economic groups. Over 60 percent of those in the DE group had not learned since they left school. This also means when people reach the age of 50, they possibly have the idea of giving up learning as there is no need to continue or they are lacking in knowledge and resources for learning. The data shows that the higher socio-economic group were more likely to keep learning after 50, while the percentages gradually decreased from higher to lower social class.

The motivation to learn changes as people grow older and work-related learning becomes less important as illustrated in the table below.

Table 7: Reasons for taking up learning: 50–74 and 75+
(Aldridge and Hughes, 2012, P.11)

Category of learner	Main reasons for taking up learning	Other relatively important reasons
50-74	Personal interest (31%)	No choice: employer requirement
	Help in current job (29%)	
	Enjoyment of learning (25%)	
75+	Personal interest (46%)	Improve health
	Enjoyment of learning (33%)	Meet new people
	Personal development (25%)	
	Help in current job (13%)	

According to the table, the reasons why older adult learners take up learning were more focused on personal interest. People aged over 50 follow their interest rather than any other factors. The fact that learning could help them in their current job was another main reason why this age group engaged with learning, however, for the age group 75+ their motivation shifted to personal interest and enjoyment. In

other words, people aged over 75 were learning in the way which ideal education will focus on, namely they enjoyed learning for developing themselves.

Furthermore, for learners aged 75 and over, they were learning to maintain their health and improve their social life.

Many older adult learners choose to return to learning for job-related reasons, these include finding a job, or changing job, as well as legal requirements, or simply to make their job more interesting. The current state pension age in the UK is 66 for men and women, therefore we can expect work-related motivation to decrease among the older segments of the 50 plus age group. The following figure shows the main work-related motivations identified by respondents in the 2012 NIACE Adult Learning Survey.

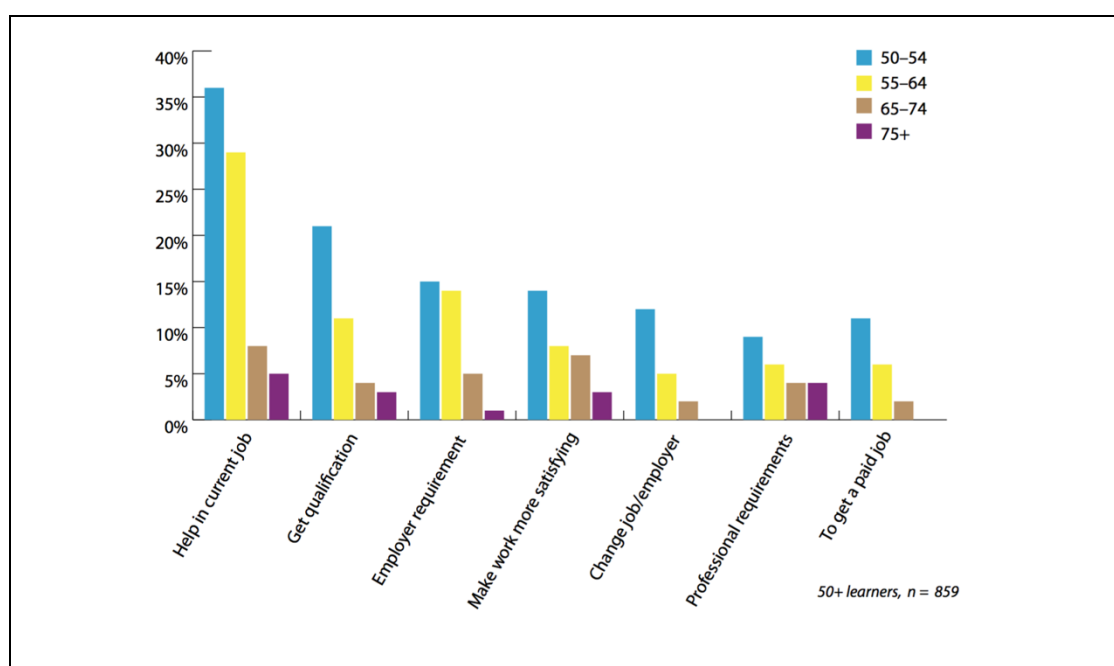


Figure 7: Work-related motivations for learning (McNair, 2012, p.19)

The data analysis is based on 859 people aged over 50, separated into 4 age groups. It is surprising that the data shows people aged 75+ still showed 5 percent of participants felt motivated to learn in order to help them in their

current job while 3 percent of those aged 75+ felt their motivation for learning was related to professional requirements. This shows the need of work-related skills and knowledge still exists among people aged over 50 and it indicated that even those aged 75+ still have a need to work.

The following table is a summary of these work-related motivational factors among older adult learners.

Table 8: Summary of work-related motivational factors
(McNair, 2012)

Age group	Most important motivational factor	Second most important motivational factor	Third most important motivational factor
50-54	Help in current job (≈ 36%)	Get qualification approximately (≈ 21%)	Employer requirement (≈ 15%)
55-64	Help in current job approximately (≈ 28%)	Employer requirement approximately (≈ 17%)	Get qualification (≈ 11%)
65-74	Help in current job approximately (≈ 8%)	Make work more satisfying (≈ 7%)	Employer requirement (≈ 6%)
75+	Help in current job approximately (≈ 5%)	Professional requirements (≈ 3%)	Make work more satisfying (≈ 2%)

(≈ approximately)

According to findings by the Labour Force Survey in 2008 as reported in the NIACE document “A Sense of A Future” (McNair, 2010), 2% of people aged 75-79 were in employment, the remainder being classed as inactive. Although these do not as yet represent large numbers of potential learners, it may be a trend which continues to increase as the population ages further and state pension age rises in the future.

Other than work-related motivations, other motivational factors are important in encouraging older adult learners to take up learning activities, as shown in figure 8 below.

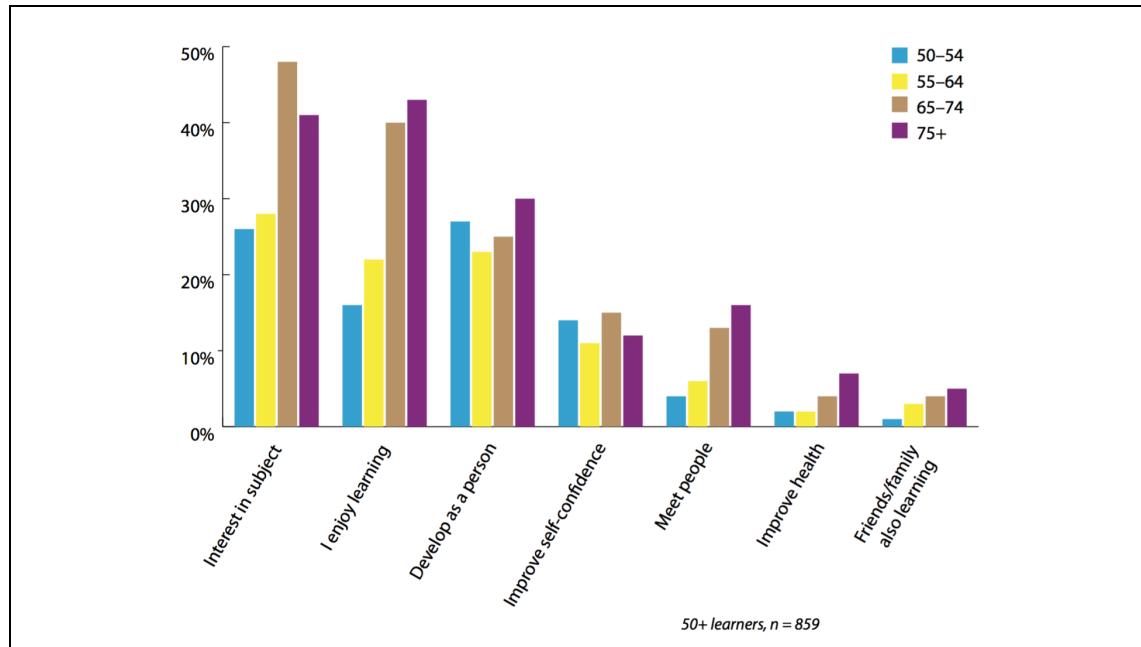


Figure 8: Non-work-related motivations for learning
(McNair, 2012, p.19)

The data analysis is based on 859 people aged over 50, separated into 4 age groups. According to this data, adult learners' motivations are more intrinsic. Those aged between 50-54 were more focused on developing as a person rather than just enjoying the learning itself. On the contrary, the age group 75+ really enjoyed what they were doing, in other words, they were enjoying the moment. Those aged between 55-64 and 65-74 were interested in the subjects they had chosen (shown in data later in this section figure 15). The subject is the vital factor in all four age groups, and it helps older adult learners to enjoy learning and develop as a person. The following table is a summary of non-work-related motivational factors based on the research findings:

Table 9: Summary of non-work-related motivational factors
(McNair, 2012)

Age group	Motivational factors		
50-54	Develop as a person ($\approx 28\%$)	Interest in subject ($\approx 27\%$)	I enjoy learning ($\approx 17\%$)
55-64	Interest in subject ($\approx 28\%$)	Develop as a person ($\approx 23\%$)	I enjoy learning ($\approx 22\%$)
65-74	Interest in subject ($\approx 48\%$)	I enjoy learning ($\approx 40\%$)	Develop as a person ($\approx 36\%$)
75+	I enjoy learning ($\approx 43\%$)	Interest in subject ($\approx 40\%$)	Develop as a person ($\approx 30\%$)

(\approx approximately)

Older adult learners are motivated to learn in order to gain personal benefits and information which they can use at work, at home, or during their leisure time. These perceived benefits change among different groups as shown in the figure below.

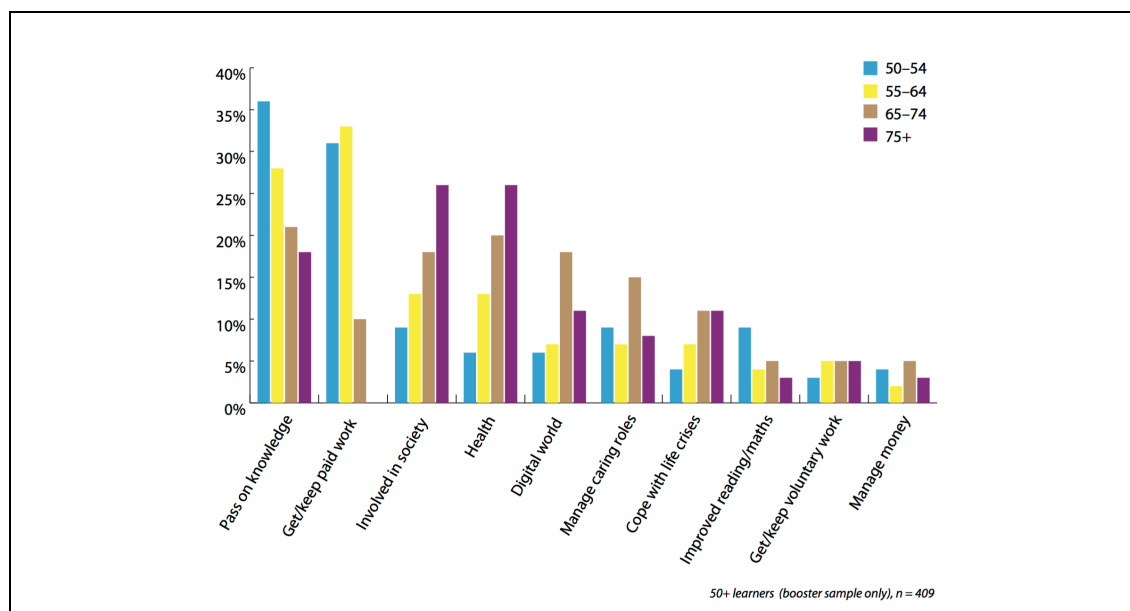


Figure 9: Benefits of learning
(McNair, 2012, p.22)

The data from figure 9 shows that learners felt their learning had helped them to get paid work, and it was important for people aged between 50-64. On the contrary, learning which may lead to getting a paid job was not important at all for people aged 65. People aged 65 were usually retired and they were more likely to focus on health. Learning as a means of helping people to pass on knowledge was important for all four age groups, however the group aged over 75 were more engaged with becoming involved in society. On one hand, the younger age group did not often relate learning with health and involvement in society, while these issues were vital factors among learners aged over 75.

The following table is a summary of figure 9 and the benefits of learning for older adults:

Table 10: Summary of perceived benefits of learning
(McNair, 2012)

Age group	Benefits of learning		
50-54	Pass on knowledge ($\approx 36\%$)	Get paid work ($\approx 31\%$)	Involved in society ($\approx 9\%$)
55-64	Get paid work ($\approx 33\%$)	Pass on knowledge ($\approx 28\%$)	Involved in society ($\approx 12\%$)
65-74	Pass on knowledge ($\approx 21\%$)	Health ($\approx 26\%$)	Involved in society ($\approx 25\%$)
75+	Involved in society ($\approx 27\%$)	Health ($\approx 26\%$)	Pass on knowledge ($\approx 17\%$)

(\approx approximately)

For people still engaged with work, their learning purposes were to focus on keeping paid work. On the other hand, people who were retired were more interested to obtain benefits from learning by being able to pass on knowledge or share information with others, and this was also important to people still working. Retired people were trying to keep engaged with society as well as improving their health by learning.

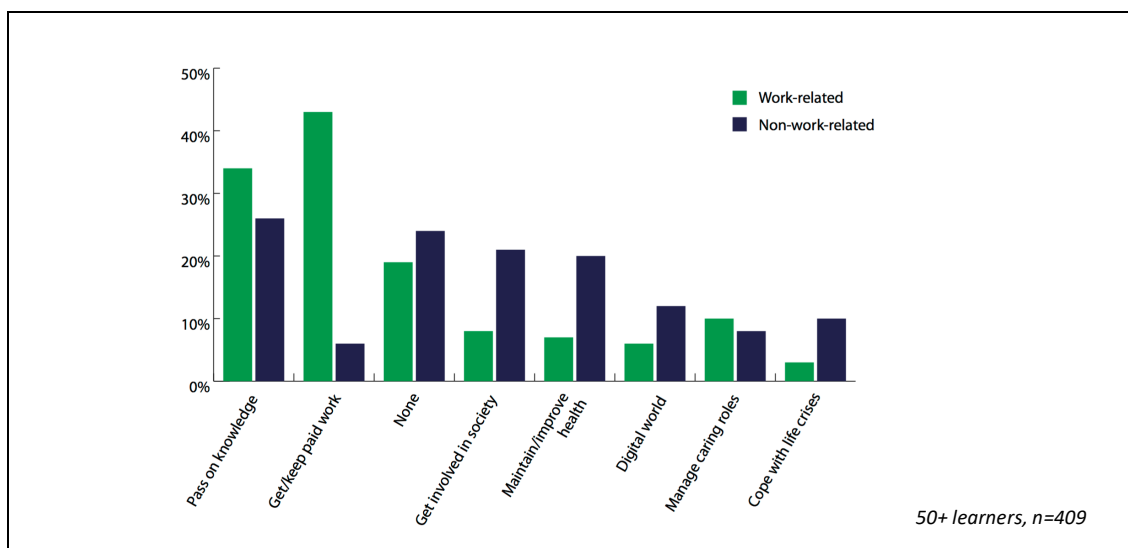


Figure 10: Benefits of learning for work-related and non-work-related issues (McNair, 2012, p.23)

The data analysis is based on 409 people aged over 50. It shows the benefits of learning in terms of work-related and non-work-related issues. For work-related people, over 42 percent of participants considered learning as a good way to get paid work. On the other hand, non-work-related people were using learning to pass on knowledge which might show they had no work pressure; therefore, they see learning as sharing what they have learned with others.

Most people use different ways to become involved in society, therefore the priority for those people still working was to obtain or keep paid work, while those learning for a non-work-related purpose considered getting involved in society as a benefit of learning. The following table is a summary of figure 10:

Table 11: Work-related and non-work-related benefits of learning (McNair, 2012)

Work-related learning benefits	Non-work-related learning benefits
Get paid work (≈ 42%)	Pass on knowledge (≈ 26%)
Pass on knowledge (≈ 33%)	None (≈ 25%)
None (≈ 19%)	Get involved in society (≈ 22%)

(≈ approximately)

People could have bad or good feelings from their learning experiences, and different subjects make them have a variety of opinions about the benefits they gain, as can be seen in the graph below.

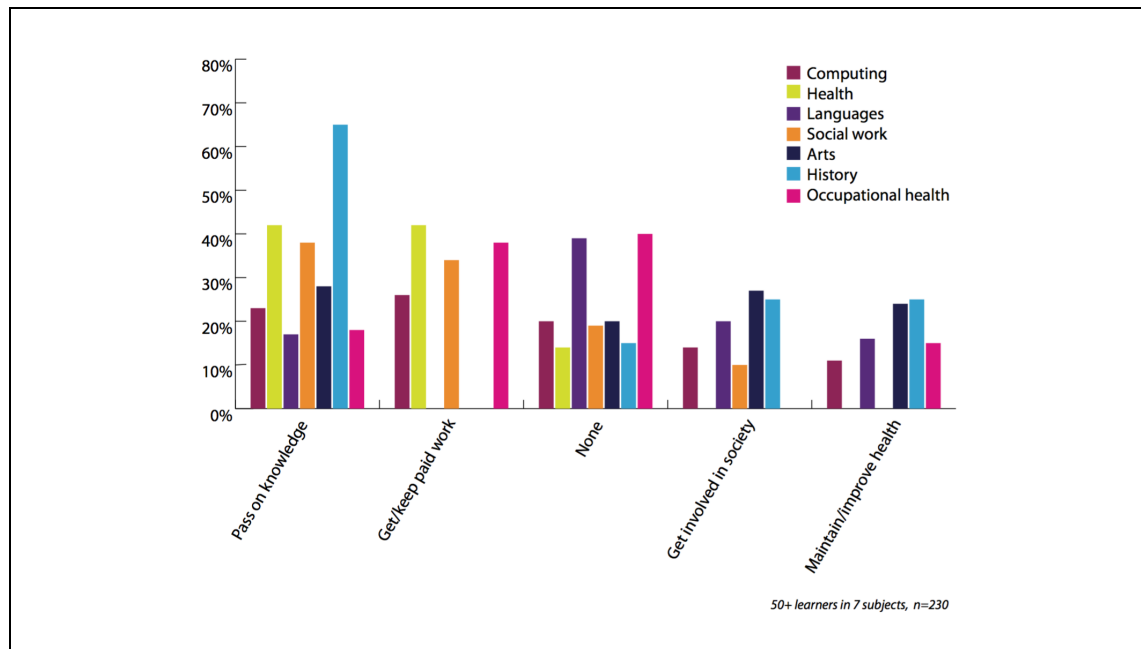


Figure 11: Benefits of learning by subject
(McNair, 2012, p.25)

The data analysis is based on 230 people aged over 50 and shows the benefits of learning by different subjects, namely computing, health languages, social work, Arts, history, and occupational health. Older adult learners, in order to improve their health and socialising opportunities, prefer Art and history as learning subjects, which means these two subjects are more appealing to them and more beneficial.

The benefits of such learning include passing on knowledge, getting paid work, getting involved in society, maintaining health, while some reported feeling no benefits at all from their studies. The highest proportion, at nearly 70 percent felt that learning history was beneficial in order to pass on knowledge. Studying Health was more related to keeping paid work, while a very high percentage felt that learning Art helped them to become involved in society and maintain their

health. People aged over 50 did not feel any benefits from learning occupational health or languages. For older adult learners, to improve their health and their opportunities to socialise, Art was a vital subject for them to learn and feel positive, also history and languages. The following table is a summary of figure 11:

Table 12: Major perceived benefits from studying Art
(McNair, 2012)

Main Benefit
1. Pass on knowledge
2. Get involved in society
3. Maintain / improve health

This data clearly indicates that Art enables learners to become involved in society, to maintain or improve their health and to pass on their knowledge to others. This correlates with the perceived benefits discussed later in this thesis.

People live longer nowadays and usually women show more willingness to learn than men. This is particularly the case among non-learners, i.e. those respondents who identified themselves as not being currently involved in any form of learning. It is important to encourage those who are least likely to engage with lifelong learning, therefore it is also important to identify the attitudes of such learners, as the graph below illustrates.

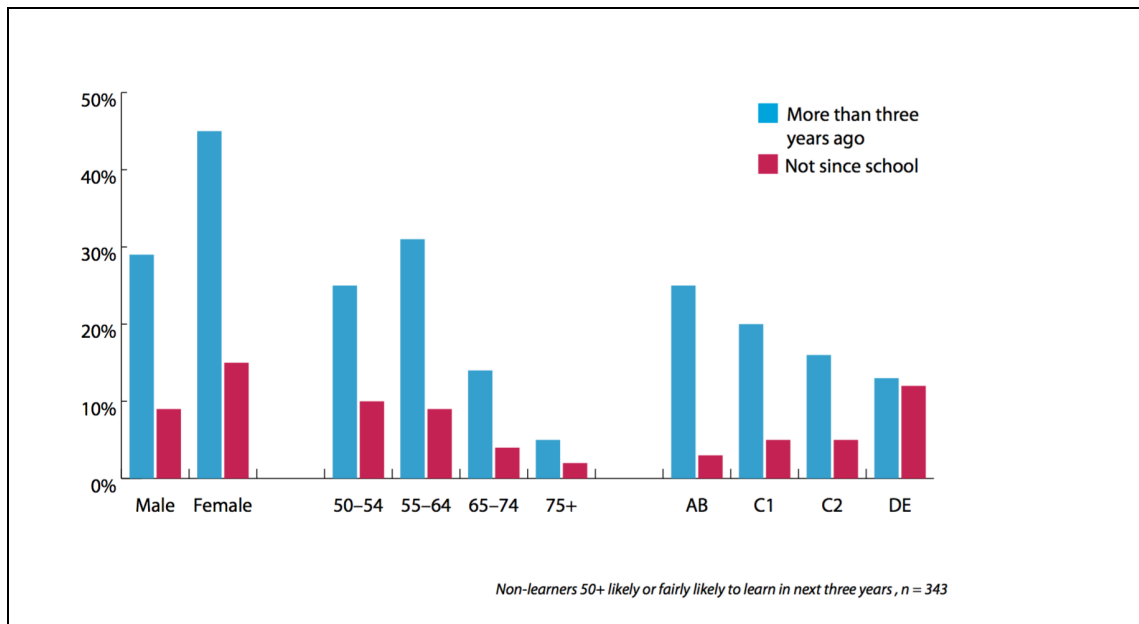


Figure 12: Non-learners willing to return to learning
(McNair, 2012, p.35)

The data analysis is based on 343 people aged over 50. Firstly, regarding gender differences, the data shows female learners aged over 50 were less likely to go back to learning. The percentage in table 13 shows that people's learning motivation was higher if they keep learning habits. The following table is a summary of the gender statistics in figure 12:

Table 13: Summary of gender-specific attitudes to learning
(McNair, 2012)

Gender	Willingness to return to learning among those who studied more than three years ago	Willingness to return to learning among those who have not studied since leaving school
Male	Males are less willing than females ($\approx 29\%$)	Males are less willing than females ($\approx 9\%$)
Female	Females are more than males ($\approx 46\%$)	Females are more than males ($\approx 17\%$)

(\approx approximately)

As regards age differentials, the graph shows that the percentage of non-learners who were more willing to learn in the next three years was higher in the group of those who had learning experience more than three years ago. After the age of 65, the percentage decreased by almost half from 4% to 2% when they reached the age of 75. It means if older adult learners keep learning this will improve their motivation to learn when they are older. In this graph, female learners showed they were more willing to engage with learning, over 10 percent more than male learners. As age increases, the willingness to return to learn decreases among people aged over 50, however, the age group between 55-64 might have just faced retirement, therefore they appear more willing to go back to learning. The following table is a summary of the age differentials in figure 12:

Table 14: Summary of age-related attitudes to return to learning
(McNair, 2012)

Age Group	Willingness to return to learning among those who studied more than three years ago	Willingness to return to learning among those who have not studied since leaving school
50-54	(\approx 26%)	The most (\approx 10%)
55-64	The most (\approx 32%)	(\approx 8%)
65-74	(\approx 13%)	(\approx 4%)
75+	The least (\approx 4%)	The least (\approx 2%)

(\approx approximately)

Regarding socio-economic level, the data in figure 12 above shows a gradual decrease in the percentage of those willing to engage in lifelong learning from the AB group to the DE group. The AB group showed the highest level of willingness to return to learn, especially those who had recently studied. People who have not engaged with learning since school were rare in the AB level group. It was surprising how high the levels of both non-learners and recent learners in the DE level were very willing to engage with learning again. This may mean that time and opportunity increase suddenly in the DE group and this group consider taking

the opportunity to learn if they have a chance to make up lost learning chances in the past, which represents a really positive trend among this group of older adult learners. Most people's behaviour shows that some learning will more likely lead to further learning and it also means learning could be considered a good habit for all learners, especially to improve their health and quality of life. The following table is a summary of the socio-economic differentials in attitudes to learning in figure 12:

Table 15: Summary of the socio-economic differentials in attitudes to learning
(McNair, 2012)

Socio-economic Group	Willingness to return to learning among those who studied more than three years ago	Willingness to return to learning among those who have not studied since leaving school
AB	The most ($\approx 26\%$)	The least ($\approx 2\%$)
C1	($\approx 21\%$)	($\approx 6\%$)
C2	($\approx 19\%$)	($\approx 6\%$)
DE	The least ($\approx 16\%$)	The most ($\approx 15\%$)

(\approx approximately)

People's motivations towards learning are different, and it is important to understand what would motivate more older people to return to learning or continue to learn. The graph below shows the main factors identified in the NIACE Adult Learner Survey (McNair, 2012).

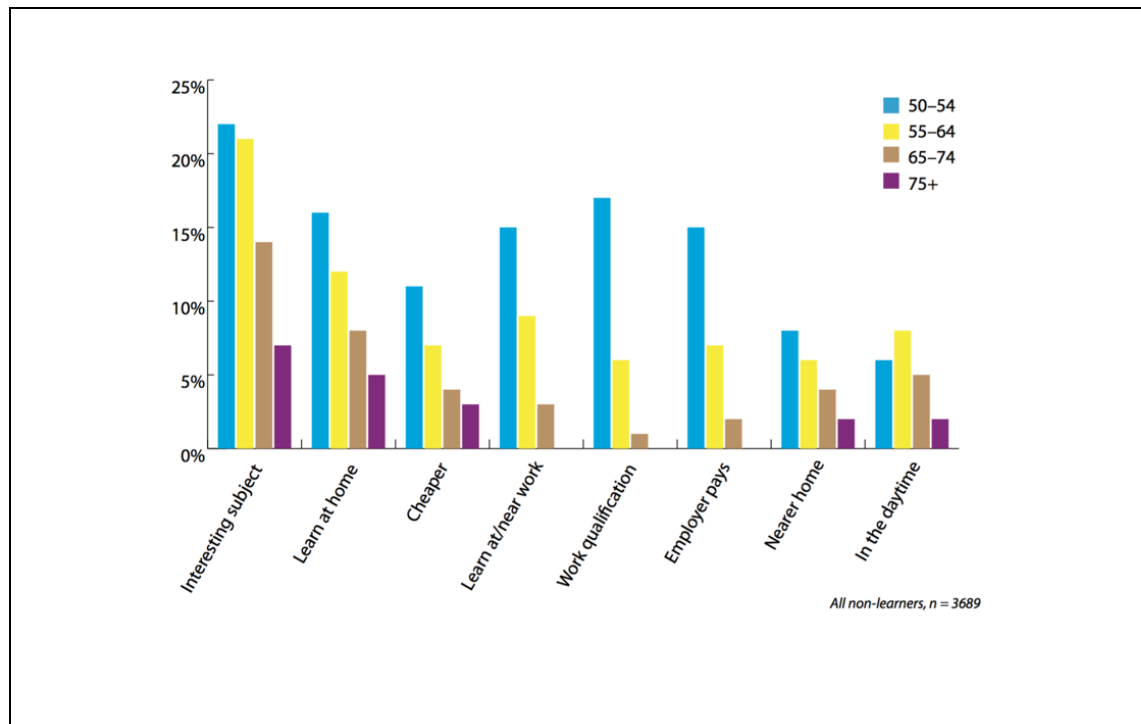


Figure 13: Factors that would make learning more appealing
(McNair, 2012, p.32)

The data analysis was based on 3,689 people aged over 50. Most people aged over 50 largely learned what they were interested in. Furthermore, people aged 55+ prefer to learn at home, which might be because of mobility issues. The graph shows all the learners aged over 50 were attracted by subjects which interested them when they were learning. Only the group aged 50-54 were still interested in work-related qualifications. The data also shows that they were more likely to learn if the location was easy to get to or if they could learn at home. Being able to learn in the daytime and making the price lower were attractive factors for people aged over 65 and 75.

The following table is a summary of figure 13:

Table 16: Motivational factors for learning by age group
(McNair, 2012)

Age group	Most important factor	Second most important factor	Third most important factor
50-54	Interesting subject ($\approx 22\%$)	Work qualification ($\approx 17\%$)	Learn at home ($\approx 16\%$)
55-64	Interesting subject ($\approx 21\%$)	Learn at home ($\approx 13\%$)	Learn at /near work ($\approx 9\%$)
65-74	Interesting subject ($\approx 14\%$)	Learn at home ($\approx 7\%$)	In the daytime ($\approx 5\%$)
75+	Interesting subject ($\approx 7\%$)	Learn at home ($\approx 4\%$)	Cheaper ($\approx 3\%$)

(\approx approximately)

Information, advice and guidance are important for any learners who are considering taking a course at any age or stage in life. It is important to understand how older adult learners would search for information, as this might also influence the recommendations for presenting information in the teaching and learning model developed in this thesis. The following graph shows which are the most popular sources of information among older adult learners.

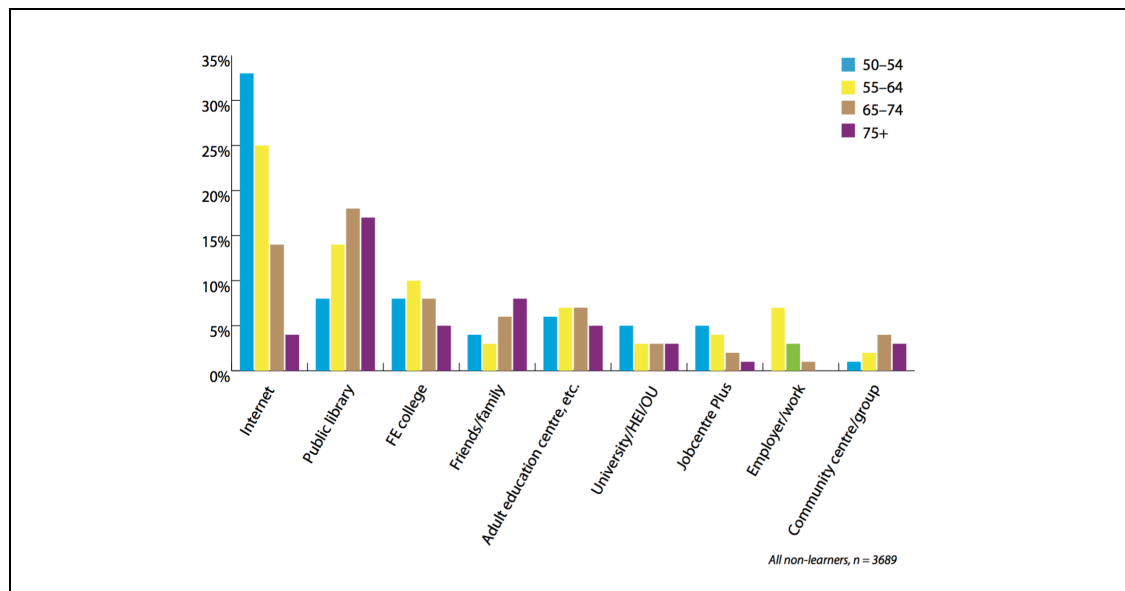


Figure 14: Most suitable source of information and advice about learning

(McNair, 2012, p.33)

The data analysis was based on 3,689 people aged over 50. This graph shows the age groups between 50-54, and 55-64 were interested and engaged with computing technology, and turned to the Internet to find information. In these age groups, most people are still at work or are just preparing to retire, and they are used to using the computer and are capable of doing so. However, people aged 65 were less engaged with Internet skills and only 4% of the age group over 75 would use this method. Instead, the oldest group sought information in the library and further education college or preferred to rely on family and friends to pass on information. The following table is a summary of figure 14:

Table 17: Preferred sources of information by age group
(McNair, 2012)

Age Group	Most favoured source of information	Least favoured source of information
50-54	Internet (≈33%)	FE college (≈7%)
55-64	Internet (≈25%)	FE college (≈10%)
65-74	Public Library (≈17%)	FE college (≈7%)
75+	Public Library (≈16%)	FE college/adult education centre (≈5%)

(≈ approximately)

2.3.2 ART ACTIVITIES: OVERVIEW OF PROVISION IN THE UK

Similarly, there are many definitions of Art activities. According to Davies, Knuiman and Rosenberg (2016), engagement with Art can be defined as active, for example creating a piece of art, or receptive, such as attending a creative event or activity. They also note that such engagement by the general population is high, with 78% of British people aged 16 and above participating in creative activities and events every year.

Brown, MacDonald and Mitchell (2015) categorise Art activities as: active-creative, including dance, song and performance; sedentary-creative, such as playing or writing music, painting, drawing, printing or sculpture, photography,

computer design, textiles and writing of any kind, including poetry; reading hobbies, such as personal reading, book clubs and events, or library visits. They go on to categorise receptive art engagement as: popular entertainment, such as cinema visits, carnivals or street theatre; theatre or concerts; museums or galleries; and heritage visits to places of interest.

This thesis focuses on sedentary-creative Art activities, namely painting, drawing, and poetry writing, as well as reading hobbies and craft.

The overview of the subjects studied by older adult learners in the UK (see Figure 15) shows that people aged over 50 are interested in the subjects of computing, health, Art, and languages. These activities mostly take place in local community or adult education centres for older adult learners (see Figure 16). In this age group (over 50), people learn for different purposes, however the data shows that most of them are learning based on personal interest, and the interests are related to modern knowledge, such as computing, therefore, also the Art and languages are related to creative knowledge and skills, which means all these subjects positively increase learners' social interaction and fulfill their creative needs. In the stimulation of physical exercise and creative psychological exercise, such activities have health benefits for older adult learners.

In addition, clinical studies reported by Davies, Knuiman and Rosenberg (2016), revealed that arts engagement can improve patient recovery times, by helping them to relax and lessen any feeling of stress, anxiety or depression. Among elderly people, it was also found that engagement with the Arts can help them reduce a sense of depression, enhance their self-worth and promote general positive ageing.

Following on from the previous section on general trends in adult education in the UK, this section examines the position of Art and Art activities with regard to

older adult learners. Findings from the NIACE 2012 Adult learning Survey (McNair, 2012) and statistics released by National Adult Learning Survey (NALS) (Aldridge and Hughes, 2012) will be analysed to reach deeper understanding of this theme.

Technology impacts the way of learning in all age groups and the rapid development of technology is forcing and pushing people to learn computing skills. However, the Arts remain popular with older adult learners, particularly those aged 75 and above, as can be seen in figure 15 below.

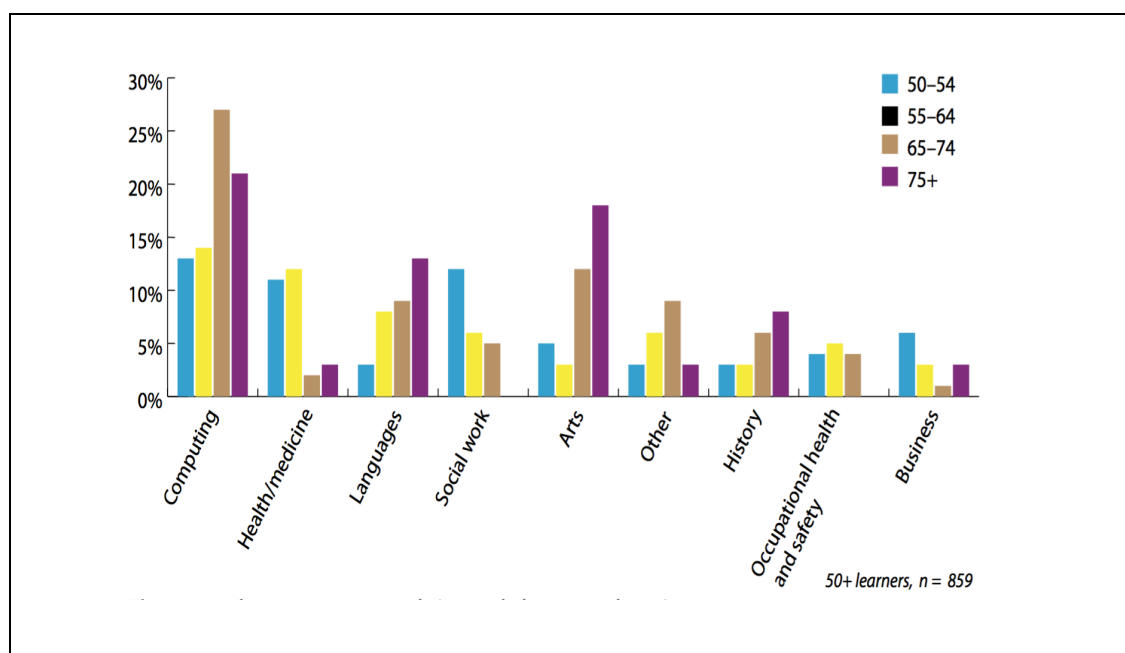


Figure 15: Subjects studied by older adult learners (McNair, 2012, p.16)

The data analysis was based on 859 people aged over 50, separated into 4 age groups. In this data, the approximately percentage, the 50-54 age group showed most interest in computing (≈ 13 percent), social work (≈ 12 percent), and health/medicine (≈ 10 percent). By contrast, the 55-64 group showed they are more interested in computing (≈ 14 percent), health/medicine (≈ 13 percent), and languages (≈ 8 percent). In the group of respondents aged 65-74, they showed they are interested in computing (≈ 27 percent), Art (≈ 13 percent), and languages

(≈ 9 percent). The oldest group which were over 75, prefer computing (≈ 20 percent), Art (≈ 18 percent) and languages (≈ 13 percent). The data showed their willingness to become involved in society by using new technology (computing) and training their brain by learning new languages. On the other hand, the age groups 50-54, 55-64, were more interested in health issues, and 65-74 and 75+ groups were keener on Art which is a subject that helps to keep their creativity and imagination active. Therefore, Art is a suitable subject for older adult learners and remains popular with them.

The reports above show that as people get older, it becomes more likely they will not be interested in participating in learning. The way to motivate and attract them to come back to learning is by using their favourite subjects, such as technology, Art, and language. Craft defined the “special and motivational role of the Arts in a more flexible purposing of education through curiosity allowing for the unexpected, together with Art’s capacity for refining perception.” (Craft, 2014, p.28) Therefore, this research focuses on Art activities in a variety of settings.

The age group between 50-64 were less interested in history, while those over 65 were not interested in social work. The following table is a summary of Figure 15:

Table 18: Top three preferred subjects by age group
(McNair, 2012)

Age Group	Preference 1	Preference 2	Preference 3
50-54	Computing	Health / medicine	Social work
55-64	Computing	Health / medicine	Languages
65-74	Computing	Art	Languages
75+	Computing	Art	Languages

People study in a variety of venues and locations for different purposes, as discussed above in the section on key definitions.

The following figure shows where the respondents were doing their learning activity.

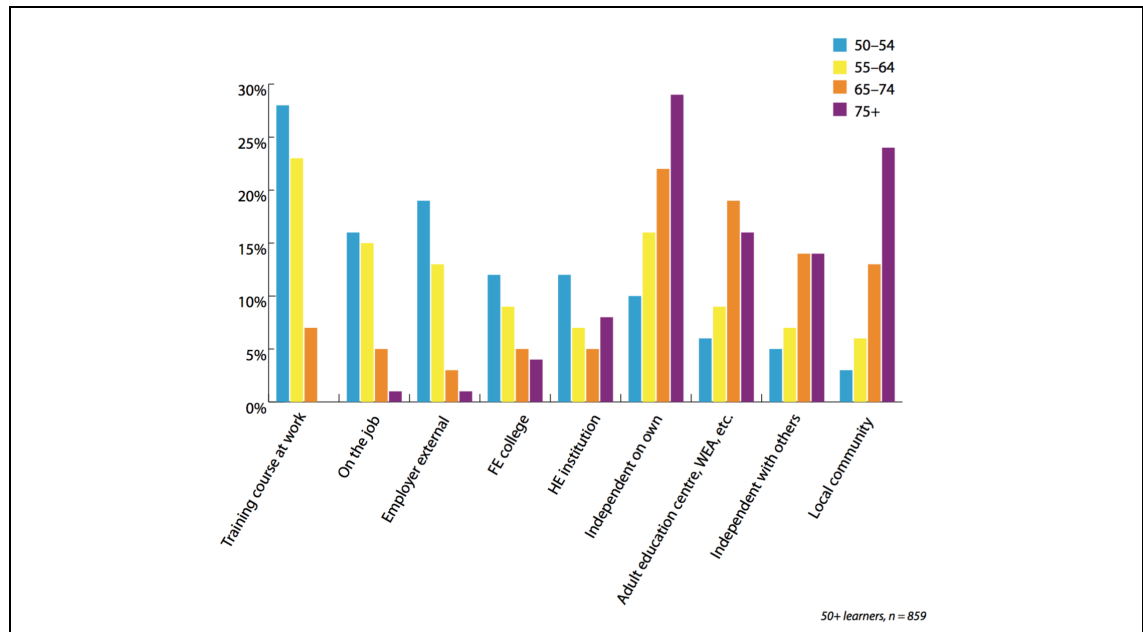


Figure 16: Study locations of adult learning by age group (McNair, 2012, p.26)

The data is based on 859 people aged over 50 and shows where older adult learners do their learning activities. People aged between 50-64 were more likely to engage in learning in the workplace, which is probably related to their job, while people were more likely to do independent learning when they reached the age of 65. After they reached the age of 65, which is normally the retirement age, they learned on their own.

People aged over 65 were engaged in learning in adult education centres and the local community centres, which was a sign they prefer to increase their opportunities to socialise. People showed an interest to learn with other people, the third highest percentage of the age group 65-74. Based on the graph, older adult learners tend to move to community learning, whereas younger learners were more likely to join work-based learning. However, the Further Education resource budget has been greatly reduced in recent years, adversely affecting older adult learners (HM Treasury, 2015).

The following table is a summary of figure 16:

Table 19: Preferred study locations by age group
(McNair, 2012)

Age Group	Most preferred study location	Second preferred study location	Least preferred study location
50-54	Training course at work ($\approx 27\%$)	Employer External ($\approx 19\%$)	On the job ($\approx 16\%$)
55-64	Training course at work ($\approx 23\%$)	Independent on own ($\approx 16\%$)	On the job ($\approx 15\%$)
65-74	Independent on own ($\approx 22\%$)	Adult education centre ($\approx 18\%$)	Independent with others ($\approx 15\%$)
75+	Independent on own ($\approx 29\%$)	Local community ($\approx 24\%$)	Adult education centre ($\approx 17\%$)

(\approx approximately)

In the UK, the numbers of adult learners on community-based courses has steadily decreased in recent years as shown in figure 17 below.

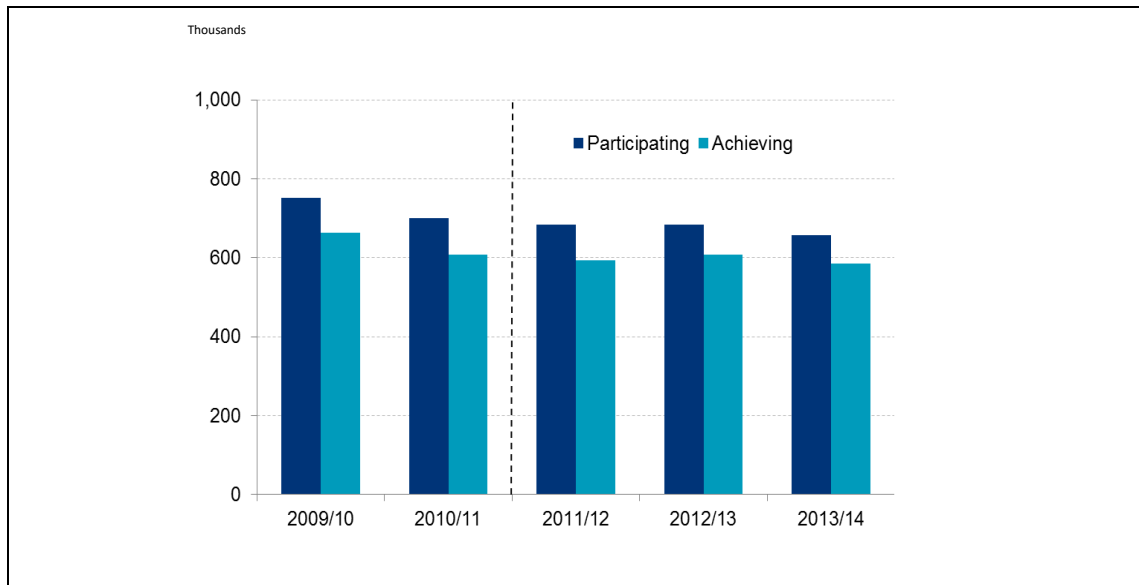


Figure 17: Community learning participation and achievement
(Department for Business, Innovation and Skills, 2015. p.13)

It is clear that the number of adult learners taking classes in community programmes in 2013/14 had decreased by 100 thousand from the number in 2009/10. The number of achievements similarly decreased in 2013/14.

Art activities and classes can be considered part of PCDL (Personal and Community Development Learning). The numbers of participants in such activities have also been in steady decline in recent years as shown in table 20.

Table 20: Community learning participation and achievement by type
(BIS, 2015, p.36)

Measure	Provision type	Funded learners								
		2010/11	2011/12	% change 10/11 to 11/12	2012/13	% change 12/12 to 12/13	2013/14	% change 12/13 to 13/14	2014/15	% change 13/14 to 14/15
Participation	Total learners	699,400	683,300	-2.3%	684,700	*	657,200	-4.0%	609,700	-7.2%
	of which personal and community development learning	534,100	518,600	-2.9%	513,800	-0.9%	497,300	-3.2%	461,100	-7.3%

The numbers of PCDL learners fell from 534,100 in 2010/11 to 461,100 in 2014/15, which represented a decrease of 7.3 percent. This may be due to the government's funding changes which have seen adult education funding cut by 35 percent to date, rather than reflecting changes in attitudes to lifelong learning among adults (Tickle, 2014). The number of learners participating on community Learning courses in 2014/15 decreased by 7.2% per cent to 609,700 marking a drop of approximately 90,000 since 2010/11.

This is further evidence of the effects of the government's funding changes during this period, as the priority has shifted from adult education to funding training and apprenticeships for younger adults. Many local community venues have cut classes or introduced higher fees in order to maintain some degree of adult learning provision. This trend is set to continue in the UK for the foreseeable future.

2.4 ENVIRONMENTAL AND HEALTH ISSUES WHICH MIGHT AFFECT OLDER ADULT LEARNERS

There are different issues that learners can face on the learning journey, no matter which age range they are in. In this study, the focus is on learners aged over 50 and they have different issues of learning compared to their younger counterparts. Potential learning barriers comprise physical and mental issues, both of which will be discussed in this section.

According to previous research, older people are more likely to have certain health issues which might affect their lifestyle and learning. When older people reach a certain age, there are some issues which may occur, such as physical ageing, vision decline, hearing decline, sense of touch decline, all of which may deter them from participating in activities, especially Art activities.

Moreover, there are some mental issues that are common in the older age group. Previous research shows that mental ageing could cause a vital decline in overall older people's health. Mental ageing issues may include Parkinson's disease, Alzheimer's disease, and stroke. Older people who suffer from stroke, Parkinson's and Alzheimer's disease are more likely to lose their motivation for learning, and in extreme cases they may lack any purpose in life.

According to previous research, physical or mental ageing issues do not just affect older people's life in general, they also affect families and society in general (see Table 3). The government needs to provide sufficient funding to help and take care of older people's mental ageing problems. It is one of the biggest issues that need to be solved. On the other hand, solutions exist which governments could adopt to address the issues of mental ageing, such as organising community provision which helps older people, organising events which can help older people meet others, and promoting continuing learning, in order to create a

sense of belonging and sense of satisfaction. This would help create an environment to help older people to value themselves.

The issue of physical ageing is considered as an inevitable process. All the senses will start to decline when people reach a certain age, moreover, the function of the organs and the body's mobility will decline as age increases. It is a natural process of life. However, in modern life, scientists and the government all have the intention and make an effort to delay this decline, in order to offer a better quality in people's later stage of life. According to previous research, some methods may can help older people to deal with physical and mental ageing issues. For instance, improving their surroundings can change people's perception and mood, by using external resources. Therefore, creating an environment that suits older people and providing events or activities that bring people together can improve older people's physical and mental condition. For instance, a suitable environment for older people can improve their motivation to join activities. It can also bring a feeling of security and safety for older people and help providers easily to arrange activities. It also helps them focus on teaching, without worrying that people may have an accident because of old age issues and an unsuitable environment. A suitable environment can help older people to change their mood for the better, by providing a safe and comfortable space. The consequence is when older people have better quality in terms of physical and mental perspective, they will need less help, thereby increasing their sense of achievement, and improving their self-esteem.

2.4.1 ENVIRONMENTAL FACTORS

The influence of the environment is reflected in the behaviour of people who have lower competence, especially elderly people. Venues need to be appropriately designed or adapted to help elderly people overcome any physical

limitations they may be facing, while a poorly-designed environment can add to their difficulties and may become a barrier to attending certain venues or activities. For elderly people, the body and nervous system degenerate, therefore the learning environment can influence older learners' attitudes and responses to learning in both positive and negative ways (Leibrock, 2000). These issues need to be taken into consideration when planning a teaching and learning space for learners of all ages, not least older adult learners.

1. Layout

The layout and shape of any space or room may cause people to react in different ways. The size of any space is equally important, while large spaces evoke a feeling of expansiveness and freedom, smaller ones might make people feel a sense of confinement and crowding (Pennartz, 1986). These factors are important when planning a teaching and learning space, and the particular issues of older adult learners must be carefully considered when designing the layout of a room.

Moreover, any space which has a varied layout may affect the congeniality possible within that room. Evans and McCoy (1998) claimed that an inter-connected layout can change the arrangement and be more or less conducive to the different needs of privacy. Another example are windows, which offer learners with reduced mobility a means to escape the classroom for a while (Miller and Schlitt, 1985) and they offer an effective source of stimulation. Windows are particularly important in an educational environment context and the use of natural lighting is an issue facing many venues which are old or poorly designed.

Stairways are a feature of many buildings and they connect spaces on different levels. The location and design of stairways is therefore especially important when considering the needs of older adult learners. Providing wider, shallower steps could help older people to feel safe and enable them to move around more

easily. Moreover, adult education venues should aim to be inclusive by ensuring that the design of the building includes easy accessibility, movement inside buildings and between floors (Dally, 2002).

2. Arrangement of space and furniture

Furniture is the tool which changes the feeling and the use of space, offering or limiting physical comfort when learners are engaged in their learning activities (Ching, 1987). Human bodies require suitable furniture to help maintain body functions and provide the way of resting, moreover, different styles of furniture could give people a sophisticated feeling of safety and security (Miller and Schlitt, 1985).

Furniture should be arranged in the most effective way possible in order to ensure the space is used in the best way for the intended purpose. Sommer (1969) states that layout influences the ways in which it will be used and viewed. The arrangement of the furniture leads to enhanced or impeded interaction between the users of the space, depending on how it is designed. This is of particular relevance to educational settings, where comfort, functionality, flexibility of use of furniture, ease of access and the facilitating of social interaction, for example group work, are essential.

3. Lighting

Lighting is a vital element for space design and is necessary both to light the space and make it useable with the appropriate accuracy and comfort (Ching, 1987). Moreover, visual and emotional well-being are highly connected with natural light, such as providing heating and a warm feeling. Furthermore, in working spaces, the positive or negative mood of the workforce was shown to be highly connected with the level of brightness (Küller et al., 2006).

Teachers need to be aware of the lighting in the teaching space and make as much use as possible of natural light, or ensure that adequate lighting is provided, particularly for older adult learners who may have some degree of visual impairment.

4. Flooring

The functions of flooring are to make full use of activities and ensure safety for users, especially elderly users. It means surfaces must be designed for basic safety and be flexible to provide a variety of uses (Hanger et al., 2017). Any trip hazards should be avoided by good flooring, and the surface should be as level as possible in order to avoid any potential accidents if learners have any form of mobility issues.

5. Colour

The colour which surrounds people has been shown to elicit specific physical and emotional responses which may impact our learning (Mahnke and Mahnke, 1987). The colour that people choose can change their mood into positive by using a suitable colour design (Küller et al., 2006). However, people tend to choose colour based on their experience and cultural influences, therefore it is an important factor not only affecting the appearance of the space but also people's feelings about the surroundings. Choice of colour in teaching and learning rooms should aim to provide a comfortable but stimulating environment which will encourage learners to concentrate and feel positive and relaxed when learning.

2.4.2 HEALTH FACTORS

1. Physical ageing

People gradually grow older physically and mentally, therefore the function and structure of the human body system are the main issues of ageing. However, the condition of physical and other related factors, such as the environment and emotional factors could also influence the individual's state of health. The resulting limitations are not necessarily applicable to everyone (Stokes, 1992), but they should feature in planning for older adult learning courses and venues.

The human senses of sight, smell, hearing and touch are the main elements of sensory stimulation. The function of the senses declines with ageing, and the loss of these senses may impede learners from engaging in certain educational activities.

(1) Vision

Visual perception includes two stages, the eye itself and the functions related to eye sight and coherent images. The decline in the eyes' function in ageing people is a common problem in their life. Brunnström (2004) describes that sight as both very complex but fundamental to our perception of our surroundings. Issues with eyesight may include eye adjustment, focus function, perceiving images and distances from the object, and the time taken to perceive. This sense is particularly important in education as so many teaching and learning resources depend on visual stimuli, such as visual presentations or simply reading information from books or on screens. Therefore, any loss of vision may be a major impediment to learning among older adults.

(2) Hearing

Human hearing involves a complex process, it basically transmits the voice of the auditory nerves (Hamilton, 2006). Hearing is closely connected to eyesight, the reception of information and the balance of the whole-body system.

The ear bone could affect hearing with increasing age, as physical changes to the structure of ear bones can lead to mild or severe hearing impairment (Hamilton, 2006). Consequently, it may take longer for older adult learners to process auditory input, which might affect their ability to follow lectures or the teacher's instructions and may deter them from attending activities which rely on communicating with others.

(3) Touch

The sense of touch is a human's connection to the outside world and is vital for the feeling of human connection. Sensory receptors in the human skin have different functions, including nociceptors which are affected by pain, pressure and heat, while the mechanoreceptors react to pressure (Jenkins Blair and Lumpkin Ellen, 2017). As part of the ageing process, the loss of touching senses may impede a learner's ability to perform certain physical activities, including Art which relies heavily on fine motor skills.

2. Mental ageing

(1) Parkinson's disease

Parkinson's disease is the most widespread degenerative neurological complaint. Stokes (1992) describes how sufferers face significant mobility impairment, and slowing declined cognitive function, a tendency for trembling and potential walking difficulties. This complaint would clearly make it very difficult for an older adult learner to attend activities without considerable support, and they may need support in coping with any depression resulting from the effects of this debilitating condition.

(2) Alzheimer's disease

Alzheimer's disease is the progress of losing memory and dementia. The stages include declining ability to recall recent information and general loss of memory

(Hodges 2000). Moreover, sufferers may lose certain memory, cognitive and language abilities (Caine and Caine, 1994). Other effects may include physical or sight impairments, and linguistic skills may be affected which means people use inappropriate ways to communicate in different situations (Burns 1992). Again, this would present a major challenge to any older adult wishing to engage in learning which depends on short-term memory, and many care homes deal with these issues on a regular basis and have to consider these issues when planning any kind of learning activity.

(3) Stroke

The most common disease of the ageing population is stroke, often resulting from cardiovascular diseases and impacting harmfully on the brain's function (Kermis, 1983). Any interruption of the blood supply causes failures in speech and language functions and may even cause the brain tissue destruction. Many stroke victims are aged over 55 (Hamilton, 2006), and whilst recovery is possible if detected early enough, the results may lead to serious impairments and prevent older adults from engaging in socialising or educational activities.

2.5 THEORIES RELATED TO ADULT LEARNING

This section presents the most relevant theories relating to adult motivation, learning and teaching approaches.

2.5.1 MASLOW'S HIERARCHY OF NEEDS

Human motivation, based on perceived needs, is key to all types of human behaviour, including learning, no matter what the age or setting of the person. Maslow (1943) discussed human needs in broad terms, showing these as a pyramidal hierarchy.

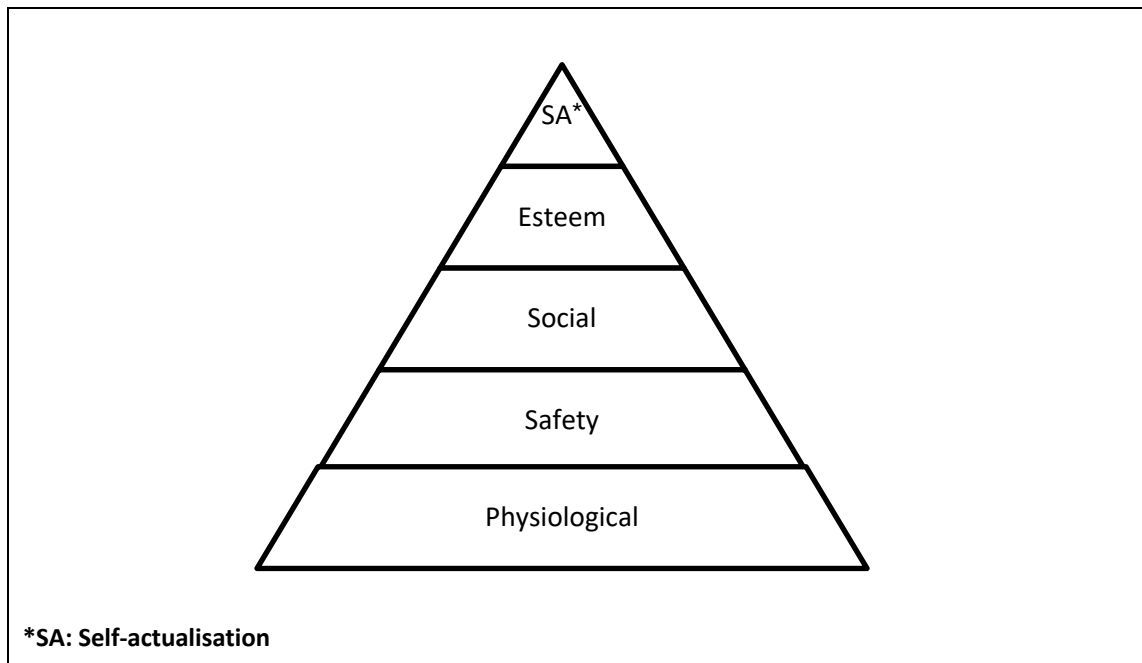


Figure 18: Maslow's Hierarchy of Needs
(Maslow, 1943)

Maslow's theory posits that basic needs must be met first and then the person can gradually move on to the next stage. For example, physiological needs, such as access to sufficient food and drink, have to be met before a person can feel secure in terms of physical and health needs. Once these basic needs have been met, the person can seek friendship, love and belonging, which in turn brings self-esteem and confidence in relationships. The ultimate stage of self-actualisation is when a person is completely secure both physically and emotionally. At this stage, a person can be creative, solve problems and accept reality.

Furthermore, people's motivation to meet these needs leads to them also being motivated to attain or sustain any conditions which help them to meet those needs, as well as finding motivation through other intellectual desires. People may feel psychologically threatened or have an emergency reaction if these basic

needs are not met, or if they are considered to be at risk once they have been met due to negative conditions or lack of motivational factors (Maslow, 1958).

The importance for adult learners is a sense of achievement which is one of the major motivational factors. This hierarchy is essentially system-centred and the individual has to work his or her way through the system and all levels to achieve self-actualisation. The importance of the location and environment when learning is significant in the current study, as is the need to promote awareness of the specific needs and physical requirements of older adult learners.

2.5.2 ALDERFER'S ERG THEORY

Taking Maslow's Hierarchy of Needs as a basis, the psychologist Alderfer (1969) proposed a new theory which takes into account the fact that different needs can exist at the same time, unlike in Maslow where each need has to be met before moving on to the next one. Alderfer's theory, originally published in the 1969 article "An Empirical Test of a New Theory of Human Need" reduces Maslow's five main stages to three (Arnolds and Boshoff, 2002). These are called Existence, Relatedness and Growth (ERG) and they relate to Maslow's Hierarchy as shown in the diagram below:

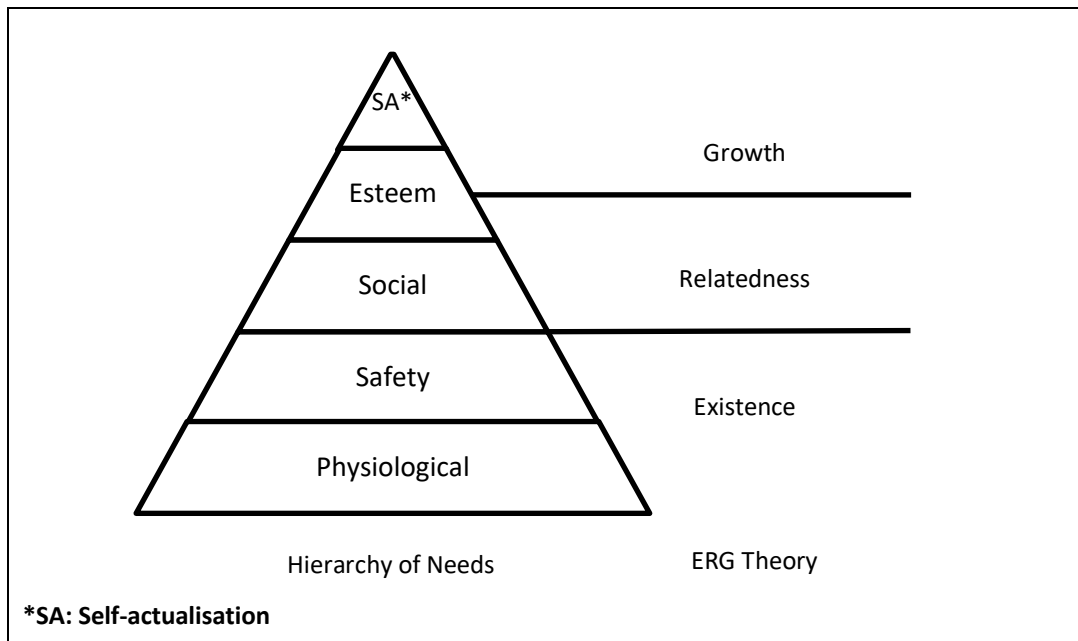


Figure 19: Correlation between Maslow's Hierarchy of Needs and Alderfer's ERG Theory (Arnolds and Boshoff, 2002)

In his model, people could start at any stage depending on their previous experience and knowledge. Therefore, in terms of education, some older adult learners could start from the Growth stage, such as those in the class at an adult education centre who were already well-practiced and experienced learners with a wide range of professional experience. They were engaging with learning from a strong base, and their personal growth was achieved fairly easily and rapidly upon joining the class. This theory provides a more flexible (non-hierarchical) and realistic interpretation of how people develop in different areas of their lives and it can be said to be more learner-centred than Maslow's set hierarchy, and in terms of the resilience of moving through three stages according to personal needs.

More recent theories of learning and motivation put the learner at the centre of the process and view motivation and learning as essentially developmental and social activities. This reflects the modern andragogical approach to teaching and learning.

Based on Maslow's Hierarchy, and Alderfer's ERG theory, it was clear from the research group in this study centred on learners aged over 50 that this group have more or less fulfilled their basic needs from life experience. They are at the age stage that they need to reach fulfilment and have a sense of achievement at the self-esteem and self-satisfaction stages. Furthermore, older adult learners are not searching for "existence" but are more focused on the "Growth" level of ERG theory.

2.5.3 HUMAN MOTIVATION TAXONOMY

According to Ryan and Deci (2000), individual human learning motivation can be divided into three main types, namely amotivation, extrinsic motivation, and intrinsic motivation.

The following diagram presents this as a continuum along with the associated processes involved at each stage.

Table 21: Ryan and Deci's human motivation taxonomy
(Ryan and Deci, 2000)

REGULATORY STYLE	AMOTIVATION	EXTRINSIC MOTIVATION				INTRINSIC MOTIVATION
		External regulation	Introjection	Identification	Integration	
ASSOCIATED PROCESSES	Perceived non-contingency, low perceived competence, nonrelevance, non-intentionality	Salience of extrinsic rewards, compliance, reactance	Ego involvement, focus on approval from self or others	Conscious valuing of activity, self-endorsement of goals	Hierarchical synthesis of goals, congruence	Interest, enjoyment, inherent satisfaction
PERCEIVED LOCUS OF CAUSALITY	Impersonal	External	Somewhat external	Somewhat internal	Internal	Internal

If individuals are completely lacking in motivation, they will not consider learning as relevant to them, possibly because of their own low self-esteem, and inability to make decisions or choices about their own development. Extrinsic motivation has 4 stages which gradually see the internalisation of decision making, interest, goal setting, and sense of achievement. The first stage is largely externally driven, and in terms of learning this may mean that older adult learners are compelled to learn in order to meet work or other requirements, therefore motivation to learn may be quite low. The next stage is still somewhat external, but the focus begins to move towards seeking personal approval from self or others. In terms of learning, learners involve themselves more actively and look for some sense of satisfaction or social belonging. The following stage is somewhat internal, and learners begin to value the activities and are committed to achieving certain goals. However, at this stage, the goal as an extrinsic motivating factor is more important than the love of learning itself. At this stage, the goals are set externally, for example, by the teacher and then accepted by the learner. In the last stage of extrinsic motivation, people have formed a habit of learning, they know it is good for them and see it as part of their daily life, however they still need available time and space to achieve it and are still in need of such motivating factors in order to persist.

Intrinsic motivation is a love of learning for the sake of learning and it is completely self-determined. At this stage the learner persists in learning and derives motivation from the learning activity itself. This taxonomy is best considered as a continuum, as learners will have different forms of motivation depending on the activity in question, so they can be at any stage along the continuum at any time and with any number of different activities.

2.5.4 INTRINSIC AND EXTRINSIC MOTIVATION

Through Maslow's Hierarchy of Needs and Alderfer's ERG theory, the needs of the Stage 3 and 4 age groups have been identified, and they are highly related to intrinsic motivation. There are some external motivations which could appear in this age group, such as seeking recognition, obtaining qualifications, and conscious valuing of the undertaken activity. However, the older the age, the more intrinsic the motivation is. The human motivation taxonomy shows that intrinsic motivation is related to interest, enjoyment and satisfaction from doing and learning.

The research also shows that older adult learners are looking for self-esteem and a sense of satisfaction and achievement. In other words, they are in the Growth stage of ERG theory, which aims to reach maturity and to become a whole person.

When the needs of older adult learners and their motivation are linked to learning, it shows that internal needs and intrinsic motivation are highly relevant to each other. The process towards learning for older adult learners is similar to a journey of becoming a whole person. In the beginning, older adult learners have a need for self-esteem and self-satisfaction, and they will look for solutions externally and internally. However, once people want to achieve high self-esteem, they will naturally develop their external and internal motivation, and high self-satisfaction can only be developed through internal motivation, because intrinsic motivation lasts longer, and it is the source of fulfilling self-esteem. To develop enjoyment and satisfaction from doing things and learning could bring a deep and lasting satisfaction to oneself.

However, not every older adult learner can develop a high degree of intrinsic motivation, some of them need extrinsic motivation to help them increase their

motivation to learn. Therefore, it is necessary to have some external encouragement and external materials to help older adult learners to have motivation to start with, such as a rewards system, qualifications, competitions, exhibitions, and approval from a hierarchical reward. These external materials can help older adult learners to have extrinsic motivation to start learning, then continue moving them toward intrinsic motivation. It is a natural process that motivation moves from extrinsic to intrinsic.

Most older adult learners rely on intrinsic motivation to learn. Therefore, a strategy which can explore learners' interests and increase their enjoyment of activities, can develop and enhance older adults' learning. The main target group in this research is aged over 50. At different stages of age, older adults' learning motivation can move from external to internal, it is all based on what the learners' needs actually are, and what they think they need. It is necessary to provide what the learners really need, but also to fulfil the need they think they have; this is the key to reaching a sense of satisfaction and enjoyment. People are all different, and they are from varying backgrounds; it is the duty of teachers to be flexible enough to cater for all their learners' needs.

2.5.5 MORSTAIN AND SMART'S SIX MOTIVATIONAL FACTORS

One of the most important aspects of adult learning is motivation. Boshier (1971) developed an Education Participation Scale (EPS) based on quantitative data from extensive research into adult learning motivation. This was reduced to six key factors by later researchers Morstain and Smart (1974) who adapted Boshier's EPS.

Table 22: Morstain and Smart's six adult motivational factors
(Based on Morstain and Smart, 1974)

Motivational Factor	Application
1. Social relationships	make friends and meet others
2. External expectations	comply with the wishes of those in authority
3. Social welfare	desire to serve others and/or community
4. Personal advancement	desire for job or professional advancement
5. Escape or stimulation	to alleviate boredom and/or to escape home or work routine
6. Cognitive interest	fulfil individual's curiosity by seeking knowledge for its own sake

According to the motivational factors above, for adult learners, many factors depend on the need for socialising, as well as personal development and interest. Older adult learners may engage in learning for these reasons, especially if motivation is non-work-related, as is the case with many such learners. These factors differ considerably from those associated with younger learners in a more pedagogical setting, where the need to achieve qualifications and follow the requirements of teachers, parents and the curriculum dictate to a large extent what learning must take place.

The six motivational factors which affect adult learners include developing social relationships, improved social welfare, personal advancement, a desire to seek escape or stimulation, and cognitive interest. The first factor is social relationships. There are many reasons why people decide to participate in learning. Older adults could be quite isolated when they retire from work, one of the reasons why they choose to continue learning is that this provides opportunities to meet new like-minded people, thereby achieving their goal of making new associations and friendships.

The second factor involves external expectations. Some older adults' learning styles aim to comply with instructions from someone else which may be considered as external expectations. This type of learning style will make older adults have the need to meet any expectations and recommendations from those

in positions of formal authority. When learners' learning expectations are dependent on external sources, such as teachers and formal authority, they may not develop internal expectation for learning for its own sake.

The third factor is social welfare. When learners participate in wider social structures, their social welfare is to improve their ability to serve all people or other communities, and to prepare for serving and participating in the community.

The fourth factor is personal advancement. This is a desire of adult learners to develop job or professional advancement. In other words, this factor describes older adult learners' desire to achieve higher status and reward. This factor is not highly related to the participants in this research as they are in the semi-retired or retired age range, and therefore they have little interest or desire to stay abreast of competitors for professional jobs and work.

The fifth factor is stimulation. To escape tedium and achieve stimulation is a process of changing patterns and relieving boredom. Older adults want to learn to escape their daily routine and to seek alternatives to home or work routines. This is also helpful to stimulate learners' brains and bodies physically and mentally. Learning something new and exchanging ideas with other learners can offer a contrast to the challenges of daily life. It can alleviate boredom and stimulate learners' brains.

The sixth factor is cognitive interest. Cognitive interest means learning for learning's sake and seeking knowledge for knowledge's sake. Older adult learners' motivation can be categorised into two parts: the first one is learning for an economic or work-related purpose; the second personal and social motivation, such as cognitive interest and family togetherness. In other words, cognitive interest is related to internal motivation, which aims to satisfy an enquiring mind.

This is an important main factor for older adult learning, as they no longer have the need to learn for professional requirements, such as learning for qualifications or getting better positions in work. Many older adult learners choose to learn something they are interested in or to learn new skills or knowledge because they did not have time when they were at work. It also fulfils the need for learning just for the love of learning.

Once learners' needs had been identified, the different approaches that might motivate them to participate in learning were analysed. There are two motivation theories that were considered, one was the "six motivation factors" of Morstain and Smart (1974). The other was the "ten motivation factors" of Carré (2000). Morstain and Smart's six motivation factors includes social relationships, external expectations, social welfare, personal advancement, stimulation, and cognitive interest. The ten factors in Carré's model contain more detail than the six motivation factors in the Education Participation Scale (EPS) used by Morstain and Smart, therefore this framework was selected as the foundation for the interview question design. These will be discussed at greater length later in the next section.

2.5.6 CARRÉ'S TEN MOTIVATIONAL FACTORS

Focusing on learning specifically, learning motivation is highly related to teaching and learning styles. In terms of learning motivation for adults, the theory most relevant to this research is Philippe Carré's model of motivation for adult in training or learning. Carré suggests ten motivation factors for participation (Carré, 2000).

Table 23: Carré's ten motivation factors
(Carré, 2000)

Internal Motivation	External Motivation
1. Epistemic	1. Economic
2. Socio-affective or Socio-emotional	2. Prescribed or Prescriptive
3. Hedonic	3. Derivative
	4. Professional operational
	5. Personal operational
	6. Vocational
	7. Identity

Three of these are internal motivations while the other seven are external.

Internal motivations are:

1. Epistemic: learning is a link to self-satisfaction and is also orientated to the wider development of the individual.
2. Socio-affective or Socio-emotional: adults wish to participate in learning activities in order to satisfy their need to be integrated into a group, and wider society.
3. Hedonic: adults' participation in learning activities is related to the conditions of the environment itself.

External motivations are:

1. Economic: the reason for taking part in learning activities is to acquire economic advantage.
2. Prescribed or Prescriptive: adults learn due to social pressure and other factors.
3. Derivative: adults avoid participating in learning activities in an unhappy environment or routine.

4. Professional operational: the reason for learning depends on the need to develop a professional skill.
5. Personal operational: adults learn to acquire skills with a clear goal for leisure, family life, and other personal reasons.
6. Vocational: adults want to develop skills to improve their career and professional future.
7. Identity: this learning motive is about achieving a qualification, keeping or obtaining a position.

Figure 20 below shows how Carré's different motivational factors fit onto a double axis of motivation (horizontal) based on human motivation taxonomy of Ryan and Deci (2000) and a scale ranging from participating to learning on the vertical axis.

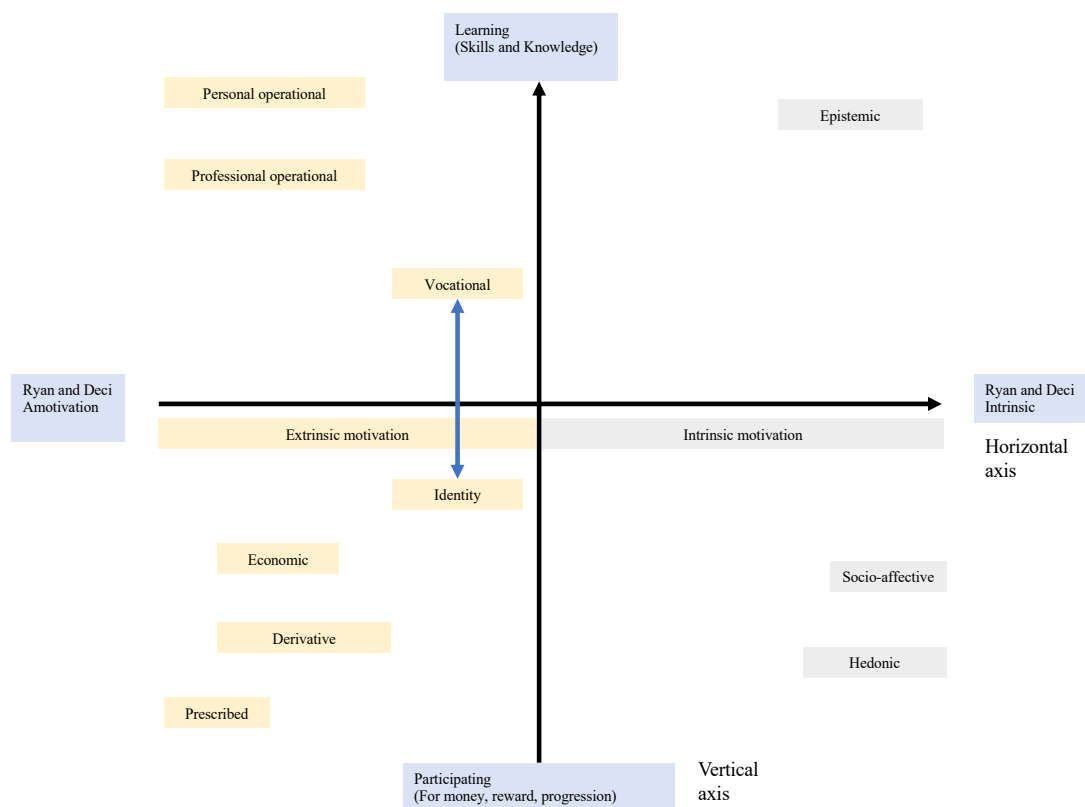


Figure 20: Graphical summary of Carré's Adult Learning Motivation factors (Based on Carré, 2000; Ryan and Deci, 2000)

This model represents how learners’ motivation is complex and changeable according to individual needs and circumstances, and it provided a useful framework for use in the current study.

Carré’s ten motivation factors were later used in this study to design a novel framework (Framework of Adult Motivation in Art, or FAMA) for the data collection and analysis to categorise the different factors of adult learners’ motivation. The following table indicates how this framework was devised, and how it relates to the existing theories.

Table 24: Framework of Adult Motivation in Art (FAMA)
Motivation framework designed for use throughout current study

Framework of Adult Motivation in Art, FAMA (Ten motivation factors in the current thesis)	Theoretical basis: Carré’s ten motivation factors (Carré, 2000)	Theoretical basis: Morstain and Smart’s six motivation factors (Morstain and Smart, 1974)
1: Learners’ Motivation to Learn in General	Epistemic	Cognitive interest
2: Personal Motivation to Specific Art Activities	Hedonic	Cognitive interest
3: Personal Enjoyment from Specific Art Activities	Epistemic, Personal operational	Cognitive interest
4: Teacher’s Role in Motivating Learners	Socio-affective, Hedonic	External expectations
5: Work-related Skills or Qualifications	Professional operational, Vocational, Identity	Personal advancement
6: Socialising	Socio-affective	Social relationships
7: Participation in Wider Social Activities	Socio-affective	Social welfare
8: Creating Time for Learners’ Own Priorities	Personal operational	Escape/Stimulation
9: Health Benefits	Epistemic, Hedonic	N/A
10: Barriers to Learning and Support for Learners	Hedonic, Derivative	N/A

2.5.7 PEDAGOGY, ANDRAGOGY, AND HEUTAGOGY

It is clear that any teaching methodology designed for older adult learners must take into consideration their needs, learning styles and life experience, which

makes this methodology need to be different from that appropriate for younger learners.

There are three major types of teaching methodology: pedagogy, andragogy, and heutagogy. The differences between these three can be analysed in various ways, in order to differentiate their characteristics in terms of teaching and learning.

1. Pedagogy

Pedagogy is a teacher-centred teaching methodology. The nature of pedagogy is that the learner is an over-dependent personality: teachers have the responsibility to decide what, how and when the learning happens. In terms of resources, learners have few, and the teacher adopts a methodology to transfer knowledge to the learner. Therefore, the only and the main resource is the teacher (Batker, 2017).

There are many reasons for learning and, largely speaking, in a pedagogical style, learners obtain information so they can move to the next level. Therefore, learning becomes a stepping stone to reach the next stage, and the main purpose is to develop skills in order to have professional careers. Pedagogy focuses on subjects, which means learning is subject-centred, and is largely focused on a set curriculum and programme of learning based on the content of the subject matter.

In pedagogy, learning motivation is derived mostly from external motivation, which may include parental pressure, teachers or a general desire to compete. It can be seen that pedagogy is mostly used for younger people, such as the official education in nursery, primary and secondary schools, as well as in aspects of higher education. In the pedagogical system, the role of the teacher involves planning the learning and providing the teaching materials. The expectation is

that teachers know best and have the most knowledge, and in many systems the curriculum is set by an even higher authority, such as the government, which sets attainment tests based on the taught curriculum.

A further development of pedagogy occurred in mid-19th century Germany, when the concept of “Social Pedagogy” developed out of the basic theories of pedagogy, and evolved to include adults who are considered disempowered or marginalised. The role of adult education in such circumstances is to empower learners to develop holistically within a societal framework and to enhance their social functioning and participation in society (Kirkwood, Roesch-Marsh, and Cooper, 2019).

While Social Pedagogy includes some categories of adult learners, who may be considered disempowered, its emphasis on socialisation, which is clearly an essential element when teaching children, may not necessarily be applicable to adults’ learning. These issues will be discussed further in the section below.

2. Andragogy

The term “Andragogy” was developed to characterise adult learning. Knowles’s andragogy (from the Greek andros – “man” and agogos – “leading”), is an emerging theory which aims to define adults’ learning activities. According to Knowles, the meaning of andragogy is "the Art and science of helping adults learn" (Knowles, 1980, p. 40). Andragogy contains five assumptions (Knowles, 1984) which characterise adult learners.

Table 25: Assumptions of Andragogy

(Based on Knowles, 1980, pp.43-44; Knowles, 1984, p.12)

1 Concept of the learner	Adults mature from being dependent towards increased self-directedness
2 Role of learners' experience	Adults accumulate a growing reservoir of experience that becomes an increasingly rich resource for learning
3 Readiness to learn	Adults' readiness to learn becomes oriented increasingly towards the developmental tasks of their social roles
4 Orientation to learning	Adults want to be able to apply knowledge and skills in a performance-centred way
5 Motivation to learn (Added in 1984)	As a person matures, he or she receives the motivation to learn from internal factors

There are five assumptions that influence adults to learn, including learning motivation, the experience of learning, taking responsibility for learning, a connection with their social role and readiness, and the application towards problem solving. As a whole, in Knowles's andragogy, adults take more responsibility and control of their learning, which is more likely to be related to problem solving.

3. Andragogy to Heutagogy

Andragogy is a learner-centred teaching methodology. Older adult learners can be considered as more independent, autonomous and self-directed. In terms of dependence, the teacher's role when teaching older adults is more that of facilitator, rather than the main source of knowledge for learners. As noted above, adult learners generally rely more on their own and others' experience. In

other words, their learning resources are taken from everywhere and from every part of their own knowledge, skills and experience.

Knowles' five assumptions of andragogy show that adults learn based on their life experiences, which means they are more suited for a learner-centred approach.

Andragogy is a teaching methodology most suited for adults. However, there has been criticism of Knowles's theory of andragogy. For instance, Savicevic (2008) noted that Knowles's extensive research across many different sectors meant that andragogy could be considered as a scientific discipline, but defined European andragogy as having aims which are clearly distinct from pedagogy and containing the essential concept that adults should support each other to improve their knowledge and acquire new skills.

Moreover, andragogy has also been criticised for not being complete in its definition of adult learning and of being divisive in being too strict in its differentiation between children's learning and that of adults. For instance, Jarvis (1984) claimed that andragogy had been accepted too easily without being subjected to extensive empirical study, while Welton (1995) and Grace (2001) stated that andragogy had not stood the test of time and its distinctions with children's learning were not relevant. Shore (2001) was particularly critical of the binary distinction andragogy draws with pedagogy, contrasting adults' learning with children's and the sense of relationships inherent in the former as opposed to isolation in pedagogy. Sandlin (2005) noted the lack of any feminist, ethnic, cultural, or critical focus within Andragogy, and while Merriam (2001) recognised the significance of Andragogy in the discussion of adult learning, she also acknowledged its limitations.

For the purposes of the current research, the five assumptions of andragogy described by Knowles (1984) have been adopted as they provide a clear

framework for investigating the way adults learn and what may motivate them to engage in learning activities, particularly within a social or relationship-based learning environment.

In andragogy, the reasons why adults learn are based on the needs to know and to know how to perform more effectively, in other words, what is the most efficient way to achieve their goals. Adults actively experience all kinds of things in life, they face all kinds of problems, and they want to know how they can solve these problems. Problem-solving events create the need for obtaining knowledge, skills, and methods to overcome difficulties.

Furthermore, using different methods is part of the learning process, and trying things out and making the problem-solving process more efficient is also characteristic of adult learning.

In the andragogical concept, adults' learning motivation stems from internal sources, such as confidence, sense of achievement, and self-satisfaction. Compared to children or younger adults' learning motivation, adults' motivation is mostly internal, as they do not have to learn for qualifications and careers. Children and younger adults have to work on qualifications in order to reach the next educational level, which shows that children and younger adults are more dependent on external motivation.

By contrast, in pedagogy, the teacher's role is the course designer and decision-maker of learners' knowledge, in other words, teachers decide what to learn, and how to learn. However, in andragogy, the teacher's role becomes that of facilitator, enabler, who encourages collaborative learning with an open-minded and respectful attitude towards adults' experience and knowledge. Teachers in the andragogical approach system are no longer the main source of learning

knowledge for adults. They are one of the learning sources for adults, and they are teaching them to learn, rather than teaching them knowledge.

Heutagogy was defined by Hase and Kenyon (2000) as a self-directed teaching methodology, and learners are independent. They are enabled to manage their own learning through their experience by deciding what to learn and what is the most efficient way to carry it out. In the heutagogical concept, learners naturally identify learning opportunities based on new experiences. The learning resources could be drawn from anywhere, any person, and any place as the learners use their life experience and living environment as resources for learning.

The reasons for learning in heutagogy depend on the situation which learners have identified. In other words, learning is not always needs-based, but rather dependent on how learners identify learning opportunities from new situations. Therefore, learning is not necessarily planned, it is all dependent on the situation, which triggers the needs and reasons for learning.

In heutagogy, the focus of learning means that learners are pro-active in identifying how existing knowledge can be applied to new problems. Pro-activity means that learners use their own or others' experience and internal processes to evaluate the situation, which means they use their own and others' experiences to reform their knowledge about the world. Internal processes include self-reflection, environmental scanning, interaction with others, being pro-active and being problem-solving behaviours (Tiwari, 2018).

Learners are focused on pro-actively assessing how to measure the situation, not passively focused on problem-solving. Problem-solving means the problem comes first, and we think about the solution afterwards. A problem-solving approach means passively solving problems, but does not prevent problems arising.

Therefore, pro-activity is the most efficient way to prepare for new situations by reflecting and measuring the relationship between self and surroundings.

The role of the teacher in heutagogy is to develop the learners' capability. The capacities of learners are enabled and inspired by the teacher, as learners are self-directed. They can manage their learning, but they still benefit from a teacher to help them understand and enable their potentials. Teachers can help learners to learn to study more creatively with a higher degree of self-efficiency, apply competences to both new and familiar situations, and also develop their cooperative and communication skills in order to work well with others.

In the situation of the learners at Stage 3 and 4, learners tend to fall in to the category of andragogy and heutagogy. However, in heutagogy, older adult learners are less likely to be able to manage their own learning, as some of them are fragile both physically and mentally. In this age group, most learners do not need to learn skills for work, and they do not have to worry how to develop their communication skills in order to work with others harmoniously.

In heutagogy, part of the skill development includes the focus, motivation of learning, and the teacher's role. The theory of heutagogy generally does not really apply to many of the older adult learners in this study. There is a need for learners to develop cooperative skills for work, and the responsibility for teachers to help learners to develop this skill.

Learners can be said to have different characteristics at different ages. The table below shows the comparison between pedagogy, andragogy, and heutagogy. As mentioned above, andragogy is the learning strategy of adult learning, while the theory of children's learning is more related to pedagogy which is more subject-centred, teacher-centred, and focused on extrinsic motivational factors.

From the motivational viewpoint, with pedagogy, learners' motivation is derived from external sources which usually means the teacher or sense of competitiveness. By contrast in andragogy, motivation is internal and derived from increased self-esteem, confidence and recognition based on successful performance.

The table below presents a comparison of the three main teaching methodologies discussed in this section.

Table 26: Comparison between pedagogy, andragogy and heutagogy
(Based on Heick, 2018)

	Pedagogy	Andragogy	Heutagogy
Application	More suited to teaching children.	More suited to teaching adults.	More suited to self-guided learning.
Dependence	Learners are dependent on the teacher. Teachers decide content, method and timing of all the learning.	Learners are adults and independent. They learn in a more autonomous and self-directed way. Teachers facilitate the learning.	Learners are dependent on each other. Any new experiences present them with new learning possibilities. They can manage their own learning with teachers as facilitators.
Resources for learning	Learners have limited resources. Teachers decide methodology to instil knowledge into learners.	Learners draw on their own experience and that of other learners.	Learners are able to identify the resources they need in order to further their knowledge and understanding.
Reasons for learning	Learners need to show progression through predetermined stages.	Learners are driven by the need to know or to improve performance.	Learners are motivated by encountering new situations where they can identify potential learning opportunities.
Focus of learning	Learning is topic-centred, usually based on the predetermined curriculum and sequence of learning.	Learners are task-oriented or problem-centred in their approach.	Learners are proactive in identifying new areas of learning based on their own experiences and reflective abilities.
Motivation	Learners are motivated by external factors, often derived from teachers, parents and sense of competition.	Learners have internal motivational factors, and achievement leads to their increased self-esteem, self-confidence and recognition by others.	Learners are able to learn, be creative and apply their skills to a familiar as well as unfamiliar situations in a collaborative manner.
Role of teacher	Teachers plan the process, select material and are 'the fount of knowledge.	Teachers are enablers, facilitators, and create an environment of mutual respect, openness and co-operation.	Teachers provide a collaborative environment and facilitated their learners' capabilities. Learners rely very little on teachers due to their high levels of self-efficacy and collaborative attitude.

Overall, in this study, andragogy has been identified as the most suitable teaching methodology for the Stage 3 and 4 age groups. In the pedagogical approach, teachers are at the centre of delivering knowledge, they can decide how to teach, what to learn and have most resources. Therefore, it is considered that learners depend on teachers, and is most popular for children and younger adults. However, the concept of heutagogy demonstrates the essence of self-directed learning and self-reflection, which also meets the needs of older adult learners, although many older adults may require more direction from a teacher or facilitator in order to remain motivated.

Most educational targets are focused on subjects and are teacher-centred, however as people grow in age and experience, they change their way of learning from pedagogy through andragogy to heutagogy. Modern teaching methodology makes use of all three approaches, even when dealing with younger learners, as more learner-centred and individualised teaching and learning methods have evolved. Teachers should bear in mind these different approaches when dealing with older adult learners and adapt them to meet their needs as appropriate.

2.5.8 TRANSFORMATIVE AND APPRECIATIVE LEARNING

Later theories further developed the methodology linked to the andragogical principles of teaching and learning. Mezirow (1991) developed a theory of teaching methodology based on the concept of transformative learning, which is learner-centred. Transformative learning tries to change learners' minds and give them new experiences and new ideas. A more recent development of this concept came with Conklin and Hart's (2009) work on appreciative learning, a methodological approach which aims to discover the best of people and their potential. These theories are summarised in Table 27 below.

Table 27: Transformative and appreciative learning theories

Teaching Methodology	Author	Concept	Focus
Transformative Learning (Mezirow, 1991)	Mezirow	1. Giving learners a new idea and then changing their mind set of viewing things in a different way. 2. Teachers enable learners to have new experiences which will change their thinking.	1. Learner-centred but teacher input is still needed. 2. Develops analytical thinking skills. 3. Builds autonomous learning skills.
Appreciative Learning (Conklin and Hart, 2009)	Conklin and Hart	1. Appreciative Inquiry: recognises the best in people and helps them to achieve their potential. 2. Adults are building on what they already know: experiences. 3. Sharing experiences with other learners and teachers.	1. Learner-centred. 2. Emphasis on learner taking responsibility for learning of self and others.

The transformative learning method is learner-centred, however, the teachers' input and teaching are still needed. The concept of transformative learning was developed by Mezirow (1991) and the purpose is to give learners new ideas in order to change their mindset enabling them to view things in a different way. The teacher's responsibility and role are to enable learners to have new experiences which will change their thinking.

Mezirow developed his transformative learning theory for adult learning in 1978, which described how learners reformulate and transform the meaning of their experience. Taylor (1998) believes that the role of adult facilitators is important to the development of sensitive relationships with learners, and this relationship is fundamental to transformative learning. Mezirow pointed out there are three ways in which experience is interpreted through reflection, namely content reflection, process reflection, and premise reflection (Kitchenham, 2010). Content reflection involves investigation of the subject content, while process reflection checks the most appropriate problem-solving strategy, and premise reflection is based on the idea that the problem is rooted in itself. Based on these reflections of experience, Mezirow suggested a transformative approach to describe past experience and transform it through a reflection process to give new meaning to experience.

The concept of appreciative learning was developed by Conklin and Hart (2009), which is more likely to respect the differences between people, who are all unique. Transformative and appreciative learning both emphasise experiences which learners of all ages will gain from learning. The vital difference is that a teacher still has a vital role to play in transformative learning, whereas appreciative learning means learners not only gain new experiences and knowledge, but also share these with others.

The appreciative learning method is learner-centred, and it emphasises all learners who can take responsibility for the learning of themselves and others. The purpose of appreciative learning is to recognise the best in learners and help them to achieve their potentials. Adults' learning builds on what they already know, in other words, it is based on their experience, and on sharing their experience with other learners and teachers.

Appreciative learning is also called Appreciative Inquiry. The fundamental idea of appreciative inquiry is to change from a problem-solving focus into an appreciative perspective, to focus on improvement. This is based on the principle that "if we bring the past forward, we should bring the best." (Hammond, 1998, p.21) The appreciative inquiry approach can enable learners to have a positive perspective and a sense of purpose to develop and improve themselves and others in the future in terms of education. In adult learning, transformative learning helps older adult learners to reflect on the content in terms of learning, to reflect on the strategy of dealing with problems, and to reflect on problems. The process of reflection brings insight from different perspectives and transforms how learners perceive their experience.

The purpose of applying appreciative inquiry to adult learning is to change the focus to the positive qualities instead of focusing on problems. It is different from focusing on problems and reflecting on problems themselves. Focusing on problems is a start of a journey to find solutions and to try to fix the problems. Reflecting on problems means using different angles and perspectives to have a better understanding of problems, in other words, once learners reflect on problem-solving strategies and the problem itself, they are not just focusing on problems and trying to fix them, but reflecting on problems, and perceiving this process as a chance to develop and improve themselves.

2.5.9 BLOOM'S TAXONOMY

The literature review has discussed issues relating to learners' motivation and theories of adult learning, in order to identify the most suitable way for older adults to learn. Furthermore, it is important to discuss what the teacher needs to consider when planning learning activities for learners. Bloom's Taxonomy (Bloom, 1968), which analyses how learning takes place, was devised to

categorise the levels of learning leading from basic note and recall to the creation of new ideas and concepts. This taxonomy is frequently used when learning programmes are being designed for educational or training process. It contains six elements of teaching strategies, each level having certain purposes to help students to learn more efficiently.

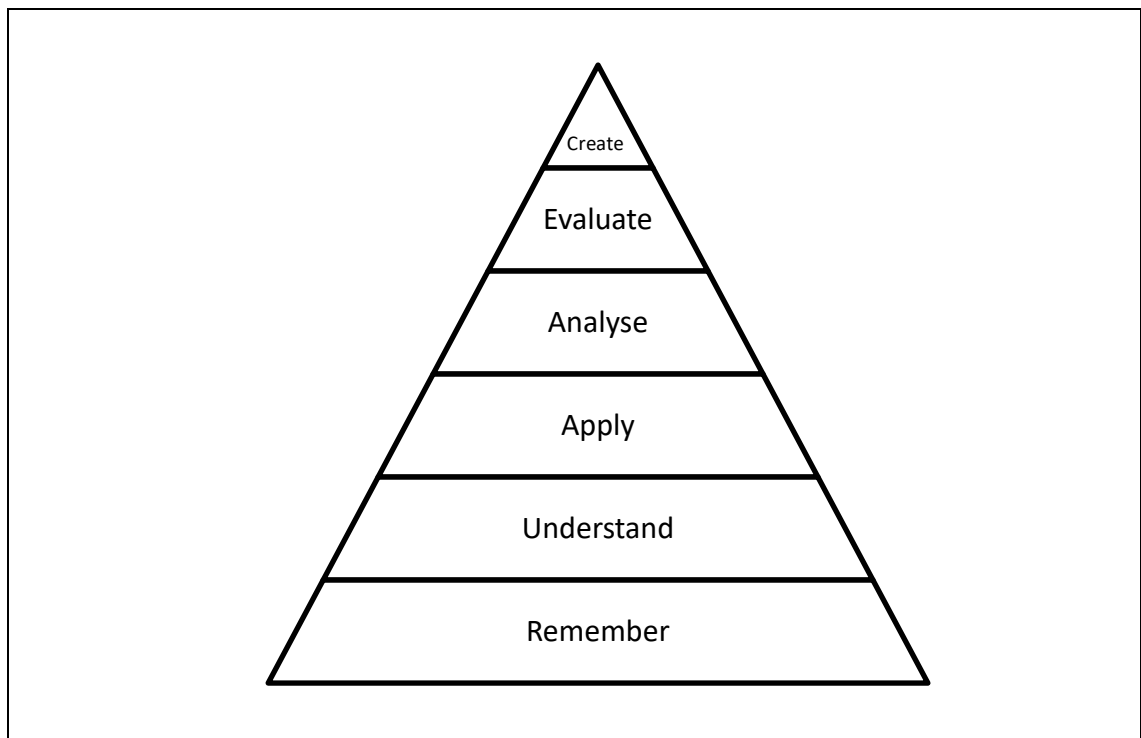


Figure 21: Bloom's taxonomy of teaching and Learning
(Vanderbilt University Centre, 2019)

According to Bloom's taxonomy (Bloom and Krathwohl, 1968), there are six levels of teaching and learning which analyse how people learn and how teachers can best support learners. The first level (Remember) involves learners recalling basic facts and concepts in the form of rote learning and testing. The second level (Understand) involves the ability to explain ideas in order to show understanding. This is typically done through essay writing or peer explanation.

The third level (Apply) involves ability to use knowledge and skills in new situations, transferable skills are needed here. The fourth level (Analyse) means

building connections among ideas and concepts demonstrating causality and dependence. The fifth level (Evaluate) requires the ability to justify ideas and opinions by discussion, argument, debate and judgement. The sixth and the highest level (Create) means the ability to produce new and original work.

In these higher levels, older adult learners can use their life experiences and skills to analyse and evaluate new and familiar concepts in order to develop their own set of skills, knowledge and creativity. This is particularly the case in Art-based subjects where the focus is on individual creativity and development of ideas based on experience.

2.6 RELATED RESEARCH

This section aims to review and discuss those research studies most relevant to the current research, to older adult learners' learning strategies and to the teaching and learning model design. These include discussions about human needs and motivation, adult learning motivation, and adult teaching and learning approaches.

Blaschke (2018) describes a democratic educational approach with a focus on learner-centred theory. The main concept in the discussion is a self-determined learning theory. It also provides a framework for designing and developing a way to create a learner-centred environment and for building up a positive attitude toward lifelong learning. This paper gives a view of creating a learner-centred perspective to design a framework of learning for adult learners. There is no current example of a designed model provided especially for older adult learners, therefore, the current research aims to develop a model with a strategy for this age group.

Regarding Art activities in adult learning, the next example of research demonstrates the importance of being creative in the learning process. Zhou (2016) stated that

“create” is one of the highest levels in Bloom’s taxonomy. However, it is not easy for learners to demonstrate a concept and express the meaning of “create” through assessment of their learning. Mezirow claimed that “a defining condition of being human is that we have to understand the meaning of our experience. For some, any uncritically assimilated explanation by an authority figure will suffice, however, in contemporary societies we must learn to make our own interpretations rather than act on the purposes, beliefs, judgements, and feelings of others. Facilitating such understandings is the main goal of adult education. Transformative learning develops autonomous thinking.” (Mezirow, 1997, p.5)

Transformative learning can be used when designing the learning model to help learners acquire problem-solving skills and seek their own answers to problems. Heutagogy is a theory of self-determined learning, and its underlying concept is to “learn how to learn”, learning the skill of knowing how to learn. It is a way to accomplish the goal of learning through appropriate curriculum design in order to achieve creativity in learning. It is also a method for learners to find their own way of learning.

There is a general lack of research into older adult learners, but despite this, the guidelines for designing programmes and principles could easily be amended to better fit with the educational structure related to older adult learners in today’s society.

Boone, Safrint and Jones (2002) discussed different programming models in adult education in general, not particularly for older adult learners. However, there was a programme design discussed by Boyle (1981) “Planning Better Programs”, in which he linked his programming to the concept of providing a structure for continuing learning and lifelong learning, which is classified as three programme types: developmental, institutional, and informational. These concepts of providing a developmental model in an institutional structure and making the model informational do provide a clear direction for designing programmes for older adult learners. However, there is a need

to design a model specifically for older adult learners and also one which suits the social situation and structure nowadays. Even though the study of Boone (2002) mainly discussed adult learning rather than older adult learning, the suggestion of establishing an evaluation method is one of the major developments in programme and model design. "The requirement that evaluation be reported to the various constituencies of the planned programme again places a premium on good communication skills," (Boone, 2002, p.270) highlights the importance of learner feedback and involvement. In the current research the focus is on effective communication between teachers and learners, and between providers and users.

Most research into adult learning or older adult learning mainly focuses on learners, while educational model or strategy design similarly focuses mainly on users. Therefore, it is important to point out the importance of teachers or providers as discussed in the current study.

Other research studies are relevant to the current research, especially those involving teaching and learning strategy and model design. Sharit and Czaja (2013) mentioned that older learners need to have a meaningful learning experience provided by their courses and activities. They also mentioned that a successful training programme helps learners to be more skillful in their professional area and gives them higher motivation and self-esteem. In terms of work, a well-designed training programme can lead to increased productivity. However, there is a challenge with older adult learners, as they are heterogeneous in their previous life experience, professional skills and abilities. Some older adult learners are more anxious and lacking in confidence in learning new skills and settling into new situations. Sharit and Czaja (2013) argued that stereotypes about older adult learners persist, namely that they do not find it easy to learn new skills, and existing training programmes frequently do not meet their needs and have fewer opportunities to offer them. In this paper, the author provides some principles and guidelines for designing better training programmes. However, previous

researchers were more focused on learners, whereas in the current research, learners and teachers are all included in the teaching and learning model design.

In terms of designing an educational model or programme, most research studies develop principles and guidance to create framework and theory for model and programme design. The current research sets out to design a practical teaching and learning model and evaluate it with its users, including teachers, facilitators, learners and providers.

Fisk (2009) stated that designing training and instructional programmes is a challenge, as its goal is to provide meaningful and valuable learning. The challenge is also because of the fact that people learn in different ways, and they are at different stages of in their learning journey. For older adult learners, there are even more differences in individuals' life experience and work experience. There will be an age-related cognitive challenge for older adult learners, therefore it is a consideration that older learners may face anxiety about learning new skills and technology.

Fisk (2009) went on to describe the basic principles of designing training and instructional programmes which focus on problem-centred learning for older adults in their daily life. The paper provides practical guidance for designing training and instructional programmes, and gives details of designing activities for older adult learners based on their needs. However, this paper does not provide an actual curriculum design for older adult learners, but instead aims to design a model and obtain older adult learners' feedback in order to keep improving the model, a process which is incorporated into the current study.

There is a lack of model designing for wider users, which include teachers, learners and providers, in other research into adult learning. Pak and McLaughlin (2011) mentioned that when designing displays for older adult learners, consideration must be made of their needs in terms of age and previous life experience and skills. Similarly, the design

of task levels in the learning process and evaluation after learning should be sensitive to the issues of ageing.

This current study discusses the needs of older adults in an educational setting, and the model takes these into consideration. The research studies discussed above are relevant to the current thesis and they provide valuable guidance and examples which can be used to strengthen the future educational model design. However, there is evidence to show the gap in research into older adult learners and a lack of any educational model designed specifically for them.

The following is a summary of the most relevant research studies and their focus in regard to the current study.

Table 28: Related literature

Author	Focus of study related to current thesis
Blaschke (2018)	Provides a learner-centred framework of learning.
Zhou (2016)	Art-based learning led to creativity but this may not be measurable.
Sharit and Czaja (2013)	Model design mainly includes learners.
Fisk (2009)	Problem-solving approach.
Kim and Merriam (2004)	Focuses on older adults in retirement care home.
Boone (2002)	Discusses programme model. Evaluation is important.
Boyle (1981)	Provides programme and structure.

2.7 SUMMARY OF LITERATURE REVIEW

The literature review has provided a background to general older adult learners' motivation and how this might be improved by offering learning activities which they are willing to engage in. It became clear that older adult learners are generally intrinsically motivated and can apply their previous learning and life experience to new learning situations. Adult learners place high value on the social aspect of engaging in learning activities and recognise the physical and mental health benefits they can derive from such learning. There are issues which may deter them from attending learning activities, including the cost, location of the class as well as the subject itself. Research by NIACE (2012) showed that Art is among the most popular subjects chosen by older adult learners. Therefore, the model design for a collaborative approach to educational provision for older adult learners needs to recognise that older adults can be motivated to join activities, but certain needs and requirements must be incorporated into this design.

The literature review also demonstrated that older adults learn in different ways compared to younger learners and respond well to a more reflective, collaborative and analytical approach to teaching and learning. Andragogy was shown to be the most suitable teaching methodology for older adult learners, allowing them to build on their past experience, share knowledge and develop skills as they perceive the need to. Moreover, the ethos of transformative learning was appropriate for the design of the teaching and learning model as it provides learners with enough space and chances to practice reflective thinking and methods, thereby discovering new ways of engaging with learning.

There are many theories about adult learning: teaching theories and learning theories. This research mainly focuses on older adults' learning motivation and how teachers can use better teaching strategies to help learners to develop their learning strategies. Therefore, the literature review in this chapter focuses on (1) human needs theories: Maslow's Hierarchy of Needs and Alderfer's ERG theory;

(2) motivation theories: human motivation taxonomy and Carré's learning motivation factors; (3) teaching methodology: pedagogy, andragogy and heutagogy; and (4) learning strategies: transformative learning and appreciative learning.

The reasons to start with human needs theories and move forward to motivation theories are to identify what is the fundamental need for people in terms of learning, and, based on human needs, to analyse what are the important learning motivation factors for older adults.

The review provides a wider appreciation of the differing foci of each learning model. Pedagogy is teacher-centred learning model, while andragogy and heutagogy are both learner-centred didactic models. Andragogy focuses on adult learning, discusses how and why adults learn, and what is the best way to help adults have better learning strategies. Heutagogy is a theory which focuses on self-determined learning, and it aims to teach people how to learn rather than hoard knowledge.

Heutagogy theory brings another perspective to show the learners in different age groups that the way of thinking about learning can be more self-determined, therefore teachers and learners need to rethink the structure and strategies of learning. In this research, andragogy has been chosen to be one of the main theories to develop a teaching and learning model for older adult learners, because it focuses on adult and learner-centred learning, which will provide a framework for effective delivery to this age group.

Transformative learning clarifies how learners change themselves and move into the enlightened stage in terms of learning (Donovan et al., 2007). Appreciative learning provides a constructive worldview that learners may assume that learners practice grounded experience and values by using the appreciative

learning model to engage with the system in ways which provide transformative opportunities. In this research, transformative learning has been chosen to be one of the core values to develop a teaching and learning model for older adult learners. Transformative learning can help older adult learners to change their views and ways of learning; it is not just a matter of storing knowledge, but using learning as a process to change themselves in a better way.

The literature review provides ideas and concepts of adult learning, and it also shows the possible practices that we can use and develop for older adult learners individually and collectively. Based on this theoretical background, this study **aims** to develop a collaborative model of teaching and learning using detailed feedback from learners and educational professionals, which is specifically aimed at the age group 50 and above and which will enable teachers, facilitators and providers to work in a novel collaborative way to improve their learners' motivation in the UK.

The main contribution from the review of relevant theory was the researcher's decision not to use an existing framework to measure adults' learning motivation, such as the Educational Participation Scale (EPS) developed by Boshier and others during the period from the 1970s to the 1990s, but instead to devise a novel framework for use in a variety of contexts.

The following chapter explains the methodology adopted in order to conduct this process of design development and evaluation of the different versions of the teaching and learning model.

CHAPTER 3: METHODOLOGY

3.1 INTRODUCTION

The research methodology used in this study, along with the essential data collection procedures will be presented in chapter 3, thus justifying the research framework chosen in this thesis. There will also be a discussion of issues of validity, reliability and generalisability arising from the methodological approach.

Qualitative research methods were selected to achieve the overall aims. The issues arising from the qualitative data will be correlated with the data from observations and the Delphi Method (Holsapple and Joshi, 2002) to establish commonalities. This chapter presents the methods of data collection used in this study, which included a pilot study as recommended by Vogel and Draper-Rodi (2017) and justifies the primary data tools used throughout the research project.

This thesis adopted a variety of research methods in order to accommodate the needs of a wide range of participants and to find suitable methods for different groups of people. The justification for using all the collection tools is that these enabled the researcher to observe behaviour and collect opinions from learners, teachers and experts in order to discover the motivation factors which affect older adult learners and which would inform the teaching and learning model design.

The designed model was subjected to a process of evaluation by teachers and learners, who in this research are all potential model users. The purpose of designing a teaching and learning model was to build a learner-centred model for older adult learners. Therefore, the first model was subjected to evaluation by educational experts through the Delphi Method, leading to further refinement based on these results. After evaluating the first model through the Delphi

Method evaluation, Teaching and Learning (TL) Model 2.0 was designed and further evaluated by consulting two groups of potential older adult learners, using focus group interviews. This process focused on the users' experience and expectations. The last step was to use the opinions from the focus group interviews for the final Teaching and Learning Model design, which became the final TL Model. This was the final version of the model design, based on the evaluation by experts and learners in order to ensure that the final TL Model was appropriate for its purpose as identified in the aim and objectives stated in Chapter 1.

The design and evaluation process are displayed in the following chart:

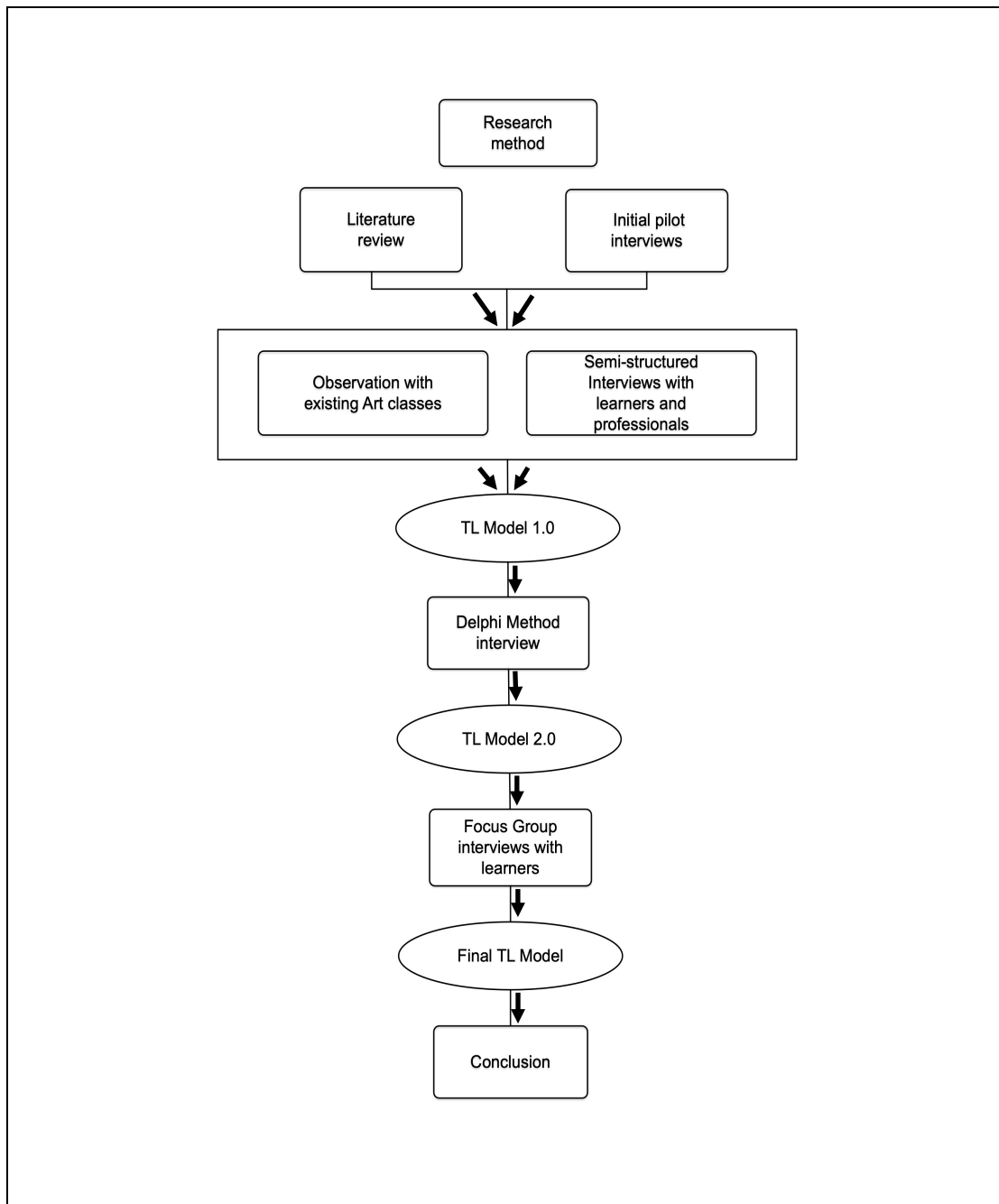


Figure 22: Research method flow chart

The process was divided into 5 stages:

1. Observations, formal reporting and field notes relating to adult Art activities were completed to identify motivation. Reflective journals and field notes were written based on my experiences as participant observer.

2. New strategies were developed and identified to motivate participants aged over 50 to learn by conducting semi-structured interviews with a representative cohort of participants (older adult learners) to determine what motivates them.

3. New strategies were developed and identified to motivate older adult participants to learn by conducting semi-structured interviews with a selected group of participants (professionals in the field) to determine what they consider motivated their learners.

4. Issues and suggestions were identified raised by a group of experts in the field of adult learning through the Delphi Method in order to refine Teaching and Learning Model 1.0 and develop the design of Teaching and Learning Model 2.0. These comments added a different dimension to the evaluation process as the model was viewed from the perspective of teachers and providers.

5. Participants' views of the proposed model were developed and identified by conducting focus group interviews with a representative cohort of participants (older adult learners) to determine what motivated them to participate in Art activities and how the model would facilitate their ability to do so.

3.2 VALIDITY, RELIABILITY AND GENERALISABILITY

In qualitative research, as noted by Silverman (2016) there are issues of validity, reliability and generalisability which demonstrate the trustworthiness of the process in collecting and analysing the data.

Validity includes external and internal validity. External validity describes how the process could be generalised beyond what it can actually measure (Silverman, 2016). It also presents the generalisability of the findings in terms of how they could be applied to other situations. In this study, the ten motivational factors theory framework was used to design the questions, and as the basis for the observations, in order to understand the fundamental concepts of learning motivation among older adult learners. The framework would produce similar results if used in other settings, which means it is relevant and useful because such similar results could provide evidence of validity, for example within different subject areas or geographical locations, although these results would not be identical as they would vary depending on people's responses (Ritchie et al., 2014).

As motivation theories applicable to adults (aged 19+) were used in the current study to design the interview questions, these could be applied to any adult without any other restrictions. Therefore, they could be used in different situations to conduct similar research.

Internal validity measures what the methods are supposed to measure. In this study, observations, semi-structured interviews, Delphi Method, and focus group interviews all have their own strength and strategy to measure the data from different approaches and perspectives. The same coding process was used with all these methods to generate the key themes for the model design.

Reliability in qualitative research means the data collection tool will create consistent results in different settings (Ritchie et al., 2014), it also means it will produce consistently similar results, although these will not be identical. In the current research, the motivation theories were used to produce the novel ten motivational framework of questions. Therefore, the framework structures the focus of the questions and assists in producing consistent results focused on learning motivation that can be applied in different settings, as has been demonstrated by Ritchie et al. (2014) in this field.

It is worth stating at this point that any findings from the current study may not be generalisable due to the geographical and time limitations which will be discussed in the concluding chapter. Therefore, while the findings remain valid within the scope of the aim and objectives of this study, their generalisability may be limited due to these other constraints, however, it is useful for providing in-depth understanding of the interviewees' opinions and experiences.

3.3 ETHICAL CONSIDERATIONS AND PARTICIPANT SELECTION

This section will analyse any ethical considerations related to the data collection and justify the selection of the participants throughout the process.

1. Ethical considerations

The approach during the interviews was one of trying to make the participants feel relaxed and comfortable to talk about the Art classes, and not to make it negative or critical of classmates or teachers in any way. All the participants were invited to sign a consent form which explained the reasons for doing the research

and how the results would be used. It also made clear their names would not be disclosed.

Class observation needs careful ethical consideration. Through the process of observation, researchers will let the participants understand that they are aware of the situation in the classroom and observe the interaction between classmates or teachers. Therefore, participants must be made aware that they are being observed and are comfortable with the process of observation. However, before the researchers start to carry out the observation, they have to notify the participants and also make them feel as comfortable as possible, thus enabling them to be as natural as possible during the observations.

Therefore, in this current study the researcher chose to join the group and become a participant in the environment that was the target of observation (see section 3.5 below for further discussion of this method). The biggest challenge for researchers is to be aware that they can forget their roles during their classes. Therefore, once the researcher becomes involved in the activities that happen in the class, it will become more difficult to step outside and be an observer.

The research ethics in this study are firstly, to inform the participants about the process and the practice of observation and interview; secondly, to be aware that as a researcher, maintaining a neutral attitude and position is essential. Finally, interviewing participants in a friendly and comfortable environment is positive for data collection. As part of the observation process, observing the environment or surroundings in a class are also part of the data collection. Therefore, to create an environment conducive to observation is a task unrelated to the participants and their interactions, furthermore, the environment is one of the major observation factors. The main purpose of research ethics is to provide researchers and participants with better protection of data and make the process of collecting data as naturalistic as possible (Miller et al., 2012).

2. Participant selection

The current research chose to focus on learners already engaged in Art activities as this would provide a clear picture of what motivated them to join and what encourages them to continue learning. The issue of non-learners is an important one, but would require significant resources to reach out to those who are marginalised, isolated or completely out of the reach of existing educational activities and the current researcher lacked the time and resources to conduct interviews with a sufficient number of non-learners to provide evidence for any claims on their behalf. Moreover, the reasons for non-participation may be varied and complex, ranging, among other factors, from physical or mental health issues, financial constraints, previous negative experience with the education system, lack of availability in the local area, or a lack of interest in what is on offer. Engaging with actual learners was practically much easier as they were all in one place (their learning venue) and all had already felt sufficiently motivated to engage in the learning process in one form or another, so would be more readily able to express this motivation.

The participants were all based in Leicester, UK in a variety of venues during January to July 2016: The venues involved were the Leicester Adult Skills and Learning Service a care home in Leicestershire, a community library event in Leicester and a local community centre.

All the older adult learners were categorised according to the article produced by the National Institution of Adult Continuing Education (Schuller and Watson, 2010). Learners aged 50 to 74 were classed as Stage 3, while learners aged 75 and above were classed as Stage 4. The initial focus was on Stage 3 as the current researcher was attending an adult Art class along with a group of learners, many of whom fell into this age group. Later interviews focused on Stage 4 learners once appropriate links and venues had been established with the help of De

Montfort University. All the participants were involved in Art classes or organised activities, no matter what the venue.

The particular classes and activities selected for this research contained the appropriate age range as described above, as well as a variety of teaching and learning techniques which meant that the participants were in a good position to talk about their experiences. Furthermore, the current researcher was actively involved as a participant observer in the classes and activities, which made it easy for me to observe behaviours and attitudes. Specific details of the participants involved at each stage of the data collection will be discussed in the relevant section later in this chapter.

3.4 MOTIVATION FACTOR FRAMEWORK AND PILOT STUDY

The Pilot questions were based on the ten motivational factors identified in the literature review devised from Carré's and Morstain and Smart's studies (see Table 24). The following is a summary of how these factors were derived:

Table 29: Framework of Adult Motivation in Art (FAMA)
Motivation framework designed for use throughout current study

Framework of Adult Motivation in Art, FAMA (Ten motivation factors in the current thesis)	Carré's ten motivation factors (Carré, 2000)	Morstain and Smart's six motivation factors (Morstain and Smart, 1974)
1: Learners' Attitude to Learning in General	Epistemic	Cognitive interest
2: Personal Motivation to Specific Art Activities	Hedonic	Cognitive interest
3: Personal Enjoyment from Specific Art Activities	Epistemic, Personal operational	Cognitive interest
4: Teacher's Role in Motivating Learners	Socio-affective, Hedonic	External expectations
5: Work-related Skills or Qualifications	Professional operational, Vocational, Identity	Personal advancement
6: Socialising	Socio-affective	Social relationships
7: Participation in Wider Social Activities	Socio-affective	Social welfare
8: Creating Time for Learners' Own Priorities	Personal operational	Escape/Stimulation
9: Health Benefits	Epistemic, Hedonic	N/A
10: Barriers to Learning and Support for Learners	Hedonic, Derivative	N/A

As shown in Table 29 above, a comparison was made between the two motivation factor models, and Carré's was more complete in its delineation of what motivates adults to learn. Consequently, Carré's model was chosen as the basis for the framework in the current study.

This framework generated the 10 pilot interview questions as shown in Table 30 below:

Table 30: Pilot questions related to Framework of Adult Motivation in Art (FAMA)

Framework of Adult Motivation in Art, FAMA (Ten motivation factors in the current thesis)	Pilot questions
1: Learners' Attitude to Learning in General	1. What motivates you to continue learning?
2: Personal Motivation to Specific Art Activities	2. Why did you choose to do this Art activity?
3: Personal Enjoyment from Specific Art Activities	3. What do you enjoy doing during the activity?
4: Teacher's Role in Motivating Learners	4. How important is the teacher in motivating you?
5: Work-related Skills or Qualifications	5. What do you hope to achieve from doing this activity?
6: Socialising	6. How does attending the activity help you to socialise?
7: Participation in Wider Social Activities	7. How does attending the activity help you in your wider social role?
8: Creating Time for Learners' Own Priorities	8. How does learning fit into the rest of your daily life?
9: Health Benefits	9. In what ways does learning affect your health or well-being?
10: Barriers to Learning and Support for Learners	10. Is there anything that might prevent you from learning or support your needs?

In order to test this framework of questions, a pilot study was conducted with a group of six participants and their feedback led to the questions being refined for later use.

The reason for focusing on these ten motivational factors was to enable analysis of older adults' motivation based on those factors identified in previous research studies.

The ten questions were chosen to be relevant to learners from different education backgrounds. The respondents reported that they were able to understand most questions, but some of them described the feeling that some of the questions seemed quite similar, while other questions were ambiguous. Therefore, after the pilot interviews, changes were made to the 10 questions, based on this feedback and opinions, in order to use the refined questions in subsequent interviews. The six learners involved in the pilot were selected at random from Art classes based in the community in Leicester, UK (see Appendix D for list of participants).

The pilot questions were designed to elicit the opinions and experiences of the 6 respondents in order to test if the questions were effective in obtaining useful data for analysis and suggest possible future changes or refinement of the question format.

1. What motivates you to continue learning?

The idea of designing this question is to know what motivates learners to learn. In other words, this is the question to ask about the development of individuals.

When learners think about their future development, that is the link of learning to self-satisfaction.

2. Why did you choose to do this Art activity?

Learners choose different activities depending on their interests and their former experience. In response to this question, it became clear what motivates them to do this activity and why they want to develop this skill. When learners make their choices, they are not just considering self-satisfaction, but also the content of the whole environment, including the physical environment and reactions between human beings and the context around them.

3. What do you enjoy doing during the activity?

This question is purely to ask learners about their enjoyment. Learning is such a complex process of self-checking, self-satisfaction, and self-development. All kinds of activities are evaluated by learners' engagement with them, including feelings, reactions, and feedback.

4. How important is the teacher in motivating you?

Learning is an interactive process. In the class, no matter whether it is formal or non-formal, the relationship between learners and teacher is key to the satisfaction of learning. Therefore, the teacher's role is crucial for learners' learning. This question is related to interaction and the development of their skills or career. Teachers can be helpful for guiding their direction and helping them integrate into the group.

5. What do you hope to achieve from doing this activity?

The expectations that learners have are the measurement of their satisfaction of learning. What they want to achieve could be different from each individual's choice and needs. This question includes their professional development and improving their career, but also thinking about obtaining a qualification or employment.

6. How does attending the activity help you to socialise?

Group learning helps students by observation, discussion, and obtaining feedback. Socialising and interaction are also important factors to keep students on track and carry on this learning journey. They do not just learn from teachers

but also other learners. Human beings are social animals, we need to share and discuss our ideas, and also require positive motivation which in turn leads to a healthier society.

7. How does attending the activity help you in your wider social role?

Learning in a group could be beneficial for learners' wider participation in social activities. It is highly likely that through their classmates they would exchange both information and ideas. It also creates an environment for them to meet like-minded people and develop their wider social participation.

8. How does learning fit into the rest of your daily life?

A learning journey is not just for obtaining knowledge and qualifications. Once this process starts, it will change each individual's personal life in different directions and levels. Learning as a group helps individuals develop and habituate a new way of thinking. Their time has been occupied by interactions with people and activities, which changes their daily activities and routine. That also means they are giving their time to commit to the learning activity, and the wider development of the individual.

9. In what ways does learning affect your health or well-being?

There are many factors about learning which can affect learners' health and well-being, such as the physical environment and atmosphere. This question is related to each individual's preferences and the things they do not like. If the learning environment is suitable for learners and the class is friendly with a supportive atmosphere, it would have a positive effect on their physical health and well-being.

10. Is there anything that might prevent you from learning or support your needs?

Learners are involved in learning due to all kinds of factors, and also different factors might prevent them from learning. The most significant factors are related to their economic state, their interests, and external influences, such as the environment, providers, and teaching strategy. This question aims to find the answer from learners' feedback about the support they received, and the factors that may prevent them from learning.

The pilot questions relate to the motivational factors as explained below:

Motivational factor 1: Learners' Attitude to Learning in General

Motivational factor 2: Personal Motivation to Specific Art Activities

Questions one and two were designed to discover learners' motivation to learn, separated into general activities and specific Art activities. This was to identify factors that make learners want to start the learning process or not join it.

Motivational factor 3: Personal Enjoyment from Specific Art Activities

Question three was designed to ask learners about their enjoyment of doing and learning Art activities. As the aim of this study is to design a model of teaching and learning based around Art activities, the learners' sense of enjoyment and achievement are vital to support their motivations for learning. Art activities have the character of flexibility and variety; therefore, it is possible to design various Art activities for different learners' needs. People will have different levels of interest in what they are trying to learn and there may also be some physical restrictions on older age groups, therefore choosing Art activities that they would

enjoy and that are suitable for their physical situation is one of the key factors to affect their learning motivation.

Motivational factor 4: Teacher's Role in Motivating Learners

Motivational factor 5: Work-related Skills or Qualifications

Questions four and five were related to external resources, such as teachers, and external potentials or opportunities that could lead to improvements in their professional life. For the age group over 50, the teacher's role is not the same as when they were young learners. It is different, and it changes into a combination of being a teacher and also being a learner. Teachers no longer only teach but they also share their life experiences with older adult learners and exchange ideas. The category that older adult learners are in is different from the young people's category, because the latter focus more on learning new skills and knowledge, and on the contrary, older adult learners learn from sharing their experiences and reforming or refining their skills and the way they make use of their experiences. Therefore, the teacher's role is more likely to become a tutor and a friend, or a facilitator of the learning process. Through sharing experiences, teachers and learners can form better relationships, and the positive atmosphere resulting would help the whole learning process be more enjoyable and enable participants to make more progress.

Question five is less related to the age groups which are retired and more to the normal need for professional skills for work. However, this category is still useful for people who are just preparing for their retirement, in other words, they are semi-retired or preparing to retire early. When it comes to professional skills and knowledge, learning will become a structured and planned process. Since professional skills and knowledge need time, space and steps to build on, learning is a conscious awareness of progress in terms of developing one's professional life. Therefore, this question is aimed at asking learners when they choose Art

activities, what is their purpose, and what is their plan. This will provide an insight into their choices and how they affect learners' motivation.

Motivational factor 6: Socialising

Motivational factor 7: Participation in Wider Social Activities

Questions six and seven were related to social activities and the benefits from enjoying a social life. These two questions have two focuses, one is the learner's social relationships developed through Art activities, which is inside the classroom, while the other question was designed to understand learners' wider social activities related to the Art activities that they are studying. The reason for the design is to see the social activity from inside and outside the classroom or the learning space. It will allow greater understanding of the link in social events between the learning activity and their private social life from a wider perspective.

Motivational factor 8: Creating Time for Learners' Own Priorities

Motivational factor 9: Health Benefits

Questions eight and nine were designed to ask the learners about their time management in their private life, and what is the impact on their physical and mental health. Time management is a tool that can be used to improve the learners' lifestyle. This is an important factor that could influence their physical and mental health, such as planning for time to do exercise, or time to make friends. Exercise could be quite physically demanding or through activities they could engage in physical exercises. Art activities are helpful for stimulating the brain and the cognitive skills, and physically encouraging some exercise. Having a regular time to socialise with classmates is a way which prevents loneliness and depression as, by sharing their emotions with friends and classmates, learners would have better opportunities to escape from situations where they can hardly

see any solutions. Therefore, developing time management skills is related to improving learners' physical and mental health.

Motivational factor 10: Barriers to Learning and Support for Learners

Question 10 was about barriers to and support for attending specific Art activities. After the previous nine questions from a different angle of discovering learning motivations, the last question seeks learners' ideas through their personal experiences about what kind of difficulties might occur and be of concern to them, and what kind of support they either might need, or have already received. It is a question that can discover more perspectives from the learners' educational experiences and their points of view.

The data provided from the interviews and observations would inform the design of the first proposed teaching and learning model, as well as identifying older adult learners' motivations for attending such Art activities.

Based on an analysis of the secondary resources, the data provided fuller understanding of the motivational factors which make older adult learners interested in attending an Art activity, and involved interviewing a number of participants in the Art classes and analysing their responses by coding them into key themes. The initial set of questions tested in the pilot could then be used with other participants or adapted to meet their needs, as described in the relevant sections below.

3.5 PARTICIPANT OBSERVATIONS

Observation in an educational context is a widely-used method of investigating the process of teaching and learning in order to evaluate the effectiveness of the

teacher and is also used in a developmental way to improve teacher performance. In a research context, particularly in the social sciences, observation is widely used to analyse behavior and detect trends and patterns. Observation takes many forms for different purposes, and the current researcher chose the most suitable method to suit the context with older adults.

The participant observation process means that the researcher becomes a member of the group which has been selected for research. At the outset, the group was notified and made aware of the observation process. The role of the researcher is as a participant in the activities, and also observing other learners' behaviours, therefore the researcher has to be focused on observing those that are participating. However, there is a risk in being a member of the group and also observing others as there may be conflicts of interest. This may also affect in the depth of the data revealed, and the confidentiality of the participants.

There were 10 class observations conducted in an Art class in an adult education centre in Leicester, with 12 learners in one class. These learners were mostly female, which also shows the differences in gender when it comes to participating in continuing learning. All the participants were anonymised by using numbers to represent each one. Their data was only used for the purposes of this research (see Appendix D for list of participants).

The observation method chosen is often referred to as the stance of the observer as a participant, whereby the researcher actually joins in the group being researched, making the participants aware at all times. (Angrosino and Mays de Perez, 2000). In this study, the researcher took part in an adult education Art class and observed the other learners during the activities for two hours per week over a ten-week period from April to June 2016.

Spradley (2016) identifies six major differences that distinguish a participant from a participant observer, and these can be directly related to the benefits of such type of observation. Firstly, the participant observer not only takes part in whatever activities that form the subject of the observations, but also retains the dual purpose of making detailed notes about the behaviour observed, which an ordinary participant would not necessarily do. Secondly, this close observation enables the participant observer to become explicitly aware of what is going on and to maintain high levels of attention to the subjects of the observation. Thirdly, such observation techniques provide a wide-angled lens view of the situation, whereby even the smallest of details observed may become significant in providing insight into the observed behaviour. Fourthly, the participant observer has the benefit of both being an insider and an outsider, which provides a much fuller insight into the observed phenomena. Fifthly, the participant observer enjoys the benefits of introspection, thereby allowing a degree of reflection and enriched insight which the ordinary participant may not gain. Finally, the participant observer has the specific aim of recording data for future analysis, therefore a far more detailed picture of what was observed will emerge as a result of this technique. In the current study, the observer was able to take part in activities, which were both enjoyable and informative, while at the same time gathering invaluable data about what motivated the other members of the group to take up or continue to follow the activities in question.

However, there are also drawbacks, particularly the potential conflict in confidentiality as opposed to the level of detailed information the researcher obtains from the participants (Angrosino and Mays de Perez, 2000). This was partly addressed by seeking the participants' ethical approval before the course began and by adopting an anonymised coding system to record any observed behaviours.

Alongside the data from the participant observation, the researcher triangulated these findings with those from the semi-structured interviews with learners and teachers, thus providing a more in-depth understanding of motivational factors affecting older adult learners.

The current study required the use of a selective observation technique, of which there are three types, according to Spradley (2016). The first is descriptive observation, which involves recording everything that is observed and filtering the data afterwards. This was not appropriate for the purposes of this study because a framework of the motivational factors had already been developed, and this allowed a more focused form of observation, which is the second of the types identified by Spradley (2016). The third type is selective observation, which provides detailed and carefully differentiated categories of observed data. Again, this was not appropriate in this study as the categories for focused observation already existed.

The notes made during the observations were later coded according to the motivational issues identified from the outset. Field notes are the main way to record data collected during participant observations. The researcher made notes during and after each session and included records of attendance and punctuality as a potential indicator of motivation, along with any interactions with the participants (including the teacher), records of activities and events both inside and outside the classroom during group breaks and visits. According to Dewalt and Dewalt (2002) field notes can be viewed as data and analysis at the same time, since they not only give a detailed account of what was observed, but also become the outcome of the entire procedure. This gave a more in-depth understanding of teachers' and learners' behaviour and interaction while providing a useful insight into what motivates individuals and the group to continue learning.

Furthermore, Schensul and LeCompte (1999) state that well-written field notes should have accurate quotes recorded whenever and wherever they are needed. In order to protect interviewees' confidentiality, a field note should use anonymous names or adopted anonymous names (Schensul and LeCompte, 1999). The privacy and trust of the people who have been observed are very important throughout the observation process. If the researcher can build the trust between researchers and people that have been observed, and the researcher also can protect people's privacy, it could help researchers to record the situations closer to the reality.

In written field notes, it is better to be consistent in recording accounts chronologically, otherwise as the field notes build up while the research goes on, it could become a confusing mass of records for researchers. Therefore, it is better to have a consistent chronological order of accounts (Dewalt and Dewalt, 2002).

The researcher should describe what the situation is according to the field note. Instead of interpreting the events, the researcher should describe them in written form in the notes and present the situation according to what took place in the observation.

The researcher should provide sufficient details of the events in order to locate the surroundings, and the event itself. Therefore, providing accurate details of the content and context of the events is crucial for the reader to understand and rebuild the situations. The researchers should provide their details and ensure the location and time of the events are identified in the written field notes. The key point is to adopt anonymous names, but to make sure the event itself and the factors which can identify the event are recorded in the written field notes.

The researcher should have the attitude and skills of maintaining impartiality and recording the events objectively, therefore It is better to take notes without prejudice and expectations while observing the events. To be fair and objective is the key attitude to produce quality field notes.

The current researcher adhered to these principles throughout the observation process. Once the notes were completed, the researcher analysed them and adopted a coding system based on the framework (FAMA). These categories were used to code behaviours and interactions recorded in the observations.

3.5.1 PROCEDURE

The anticipated outcomes which this research aims to produce are to provide a fuller understanding of motivation factors in teaching and learning through observation of learners in adult Art classes.

Furthermore, the observations provided views that participants may not be aware of or may not think about when answering the questions in a more formally structured interview.

The process of doing an observation comprised six steps. The first step was to identify variables based on the 10 motivation factors, and the second step was to observe specific behaviour related to the 10 motivation factors between learners and teacher. The observation process continued from the beginning of the class to the end and each class had a duration of two hours.

The third step was to make notes and take images during the class, and the observation procedure included making notes every time behaviours occurred using the coding system and taking pictures when appropriate. The fourth step was to compile a record of observation for each class observed.

The fifth step involved analysis of the data from the 10 records of observation and comparing it with the findings from the semi-structured interviews with learners and in order to identify common themes.

The standard operating procedure was as follows:

- (1) Identify variables based on the 10 motivation factors identified earlier
- (2) Observe specific behaviour related to the 10 motivation factors between learners and teacher.
- (3) Make notes every time behaviours occur using coding system and take pictures when appropriate.
- (4) Complete a record of observation for each class observed
- (5) Analyse the data and compare with findings from semi-structured interviews with learners and with professionals
- (6) N.B. each class lasts 2 hours

3.6 SEMI-STRUCTURED INTERVIEWS OF LEARNERS

This set of primary data was collected via face-to-face interviews with a cross section of learners by meeting them individually. These interviews were conducted from January to July 2016, in Leicester, UK. Each interview session lasted approximately 30 minutes and there was a total of 30 participants who took part (see Appendix D). These included 18 participants from an adult education centre and 12 participants from a local community art group who were randomly selected from among those who met the 50+ age criterion. The venues for the interviews were all places where the participants felt the most comfortable. The data collection sessions were recorded by audio as well as by notes taken in various formats for later coding and analysis depending on the

willingness and agreement signed by the participants. The contents and transcriptions were subsequently summarised as notes instead of recording word by word. Sampling technique is time consuming and this was considered a feasible amount to accomplish within the given resource and time limits (Kvale, 1996).

The semi-structured interview method is frequently used in qualitative research to uncover underlying opinions and experiences which a survey questionnaire may fail to reveal or explore.

Kvale (1996) pointed out that interviews are particularly useful for discovering the story behind a participant's experiences and the researcher can track in-depth information around the topic. Any form of interview allows the researcher to gain an insight into what people believe, the way they view the issues and the ways in which it affects them. Therefore, interviews remain one of the most powerful and widely-used tools for data collection within the research community (DiCicco-Bloom and Crabtree, 2006).

Generally speaking, interviews are divided into three different styles: structured interview, semi-structured and unstructured interview (Saunders et al., 2009) according to the level of formality and framework, and in this project, the method utilised was the semi-structured interview.

Semi-structured interviews generally comprise a set of questions which are used to explore certain issues with participants. Furthermore, these questions may be adjusted in response to the participants replies while additional questions can be included to follow up on any responses provided by their interviewees (Bryman and Bell, 2011). Therefore, this type of interview is very flexible and can accommodate individual responses and follow-up questioning, while additional questions can be included depending on how the participants respond. This

method allows for greater flexibility as well as more specific questioning of individual respondents (Bryman and Bell, 2011).

This informed the research by analysing how older adult learners perceive and react to their motivations. The planned outcome was to gather information from responses aimed at analysing motivation by selecting 30 participants. The interviews allowed the researcher to probe more deeply into issues surrounding learners' motivation. All the participants were aged over 50, and all interviews took place in Leicester.

There were two groups of learners including adult education Art classes, and a community Art group. There were a further six professional participants who were interviewed individually. They were all from different providers, backgrounds, and had varying professional skills related to adult learning (see Appendix D for list of participants). The principle of selecting these participants was their professional expertise in teaching this age group and their understanding of what motivates their learners.

3.6.1 PROCEDURE

Based on the above methodology, the following expected outcomes and procedure were identified.

The expected outcomes were to obtain further understanding of the motivational factors in teaching and learning in Art activities from the learners' perspectives. Moreover, it would provide a better understanding of any barriers to learning and a more efficient way of obtaining feedback from learners.

The standard operating procedure was as follows:

- (1) Introduce researcher and research topic
- (2) Explain the interview process
- (3) Participants sign the ethical approval form
- (4) Participants complete personal details sheet
- (5) Researcher explains each question and allows respondent to reply
- (6) Researcher may discuss each factor following individuals' comments
- (7) Researcher records their main ideas on each question in turn
- (8) Researcher collates the data
- (9) Researcher thanks participants
- (10) Whole process is about 15-20 minutes
- (11) Responses will be analysed and coded according to the 10 motivation factors.

3.6.2 QUESTION DESIGN

Following the pilot questions described in section 3.4, ten revised questions were designed based on the ten motivational factors and feedback from the pilot group.

The design of the semi-structured interview questions which were posed to groups of learners and professionals, is also based on the feedback from the pilot questions. The refined questions for all the semi-structured interviews with learners and professionals follow the same ten motivational factors and questions. The interview questions were as follows:

Table 31: Semi-structured interview questions with learners

1. What do you think are the main factors which motivate you to learn?
2. What do you think are the main factors which motivate you to engage with Art activities?
3. What do you think you particularly enjoy about doing Art activities?
4. How important is the role of the leader or teacher in motivating you?
5. Will this activity help you in your professional life in any way?
6. In what ways do you think this activity helps you to develop your social relationships?
7. In what ways do you think this activity helps you to become more involved in wider social participation and activities?
8. In what ways do you think attending this activity helps you create personal time?
9. In what ways do you think attending this activity helps improve your health?
10. Are there any barriers which might prevent you from learning or attending this Art activity?

The reasons for refining the pilot questions are indicated below.

(1) What do you think are the main factors which motivate you to learn?

The difference between the pilot question and the revised question is that the latter is more specific to ask participants about the main factors that motivate them to learn, rather than the mere generic question used in the pilot.

(2) What do you think are the main factors which motivate you to engage with Art activities?

This question was reformulated by asking learners which main factors motivate them to engage with the current Art activities they are undertaking. It emphasises the motivating factors and avoids answers such as “cost” or “location of venue” which are not relevant to the research at this stage.

(3) What do you think you particularly enjoy about doing Art activities?

Question three again shifted the emphasis onto specific features of the Art activity that enhances participants’ enjoyment. It aims to avoid generic responses such as “painting” or “chatting” and elicit more specific skill-related factors.

(4) How important is the role of the leader or teacher in motivating you?

This question is slightly refined from the pilot question by specifically asking participants think about how the role of the leader or teacher would affect their learning motivation. In the pilot question, it only asked how important the teacher is in motivating learners. The refined question broadened the dimension of the enquiry, by asking participants to consider the role of teachers or leaders, meaning they will provide more insights from their point of view.

(5) Will this activity help you in your professional life in any way?

The pilot question asked participants what they expected to achieve from doing the Art activities. However, it was evident that by asking in this way, the expectation was not clear enough to know which aspects they were hoping to focus on more or what professional qualifications they hoped to gain. Therefore, this question was amended to be more focused on their professional life and asked them to think if this activity can help them with their professional life in any way.

(6) In what ways do you think this activity helps you to develop your social relationships?

(7) In what ways do you think the activity helps you to become more involved in wider social participation and activities?

The design of question six and seven is trying to discover participants' social activities and the range of these. The original questions in the pilot interview question asked participants if the Art activity helped in their personal social life in any way, as well as their wider social roles. The refined questions were more focused on relationships in a social perspective and the network in a wider social context.

(8) In what ways do you think attending these activities helps you to create personal time?

The original question from the pilot study asked participants how they felt this learning activity might fit into their daily life. The refined question asked participants to think about their time management on a daily basis. As our participants in this research are aged over 50, their time is not fully occupied by family and work, therefore how they manage their personal time to develop or maintain their interests and learning is one of the factors that will affect their motivation to participate in learning.

(9) In what ways do you think attending this activity helps improve your health?

The original question from the pilot study asked if the Art activities would affect participants' health and well-being. This research aims to improve participants' learning motivation; therefore, it will be more focused on asking what they feel when participating in this Art activity and if it would improve their health in a physical or mental way.

(10) Are there any barriers which might prevent you from learning or attending this Art activity?

The last question from the pilot research was to ask participants "Is there anything that might prevent you from learning or support you to learn?" The refined question focused on the barriers and difficulties that might stop them from attending this Art activity. The reason for redesigning this question was to make participants think about the difficulties and the barriers that they have experienced through attending this particular Art activity, including interaction with fellow learners and teachers, the environment, materials provided, the type of course design, timetable, fees, and location. Any of them could have the potential to affect a student's learning

motivation, therefore this question was changed to focus more on the barriers and difficulties that participants might face in class.

3.7 SEMI-STRUCTURED INTERVIEWS OF PROFESSIONALS

Before interviewing, a list of questions was prepared based on those used with the learners. These formed an initial guide by identifying the core concepts to ask the interviewees about, and then the questions were selected and modified during the process according to the circumstances of each respondent's reflections. Such a guided approach aims to allow the researcher a degree of flexibility when eliciting information from participants, but at the same time it ensures that there is the framework of questioning which means the same general topics are covered by all (Van Griensven, Moore and Hall, 2014).

3.7.1 PROCEDURE

Based on the above methodology, the following expected outcomes and procedure were identified.

The expected outcomes were to provide further understanding of the motivational factors in teaching and learning in Art activities from the teachers' and professionals' perspectives.

The standard operating procedure was as follows:

- (1) Introduce myself and research topic
- (2) Explain the interview process
- (3) Participants sign the ethical approval form
- (4) Participants complete personal details sheet

- (5) Researcher asks questions one by one (ten questions)
- (6) Researcher makes notes of main ideas and underlines keywords if they arise
- (7) Researcher thanks participants
- (8) Whole process is about 15-20 minutes
- (9) Researcher analyses and codes data

3.7.2 QUESTION DESIGN

The questions used were the same as those used with the learners, although the wording was amended to refer to “your learners” instead of directly addressing the learners themselves.

Table 32: Semi-structured interview questions with professionals

1. What do you think are the main factors which motivate your learners to learn?
2. What do you think are the main factors which motivate your learners to engage with Art activities?
3. What do you think your learners particularly enjoy about doing Art activities?
4. How important is the role of the leader or teacher in motivating your learners?
5. Does the activity help your learners in their professional life in any way?
6. In what ways do you think this activity helps your learners to develop their social relationships?
7. In what ways do you think the activity helps your learners to become more involved in wider social participation and activities?
8. In what ways do you think attending these activities helps your learners to create personal time?
9. In what ways do you think attending this activity helps improve your learners’ health?
10. Are there any barriers which might prevent your learners from learning or attending this Art activity?

Later the contents and transcriptions were summarised as notes instead of recording word by word as it is extremely time-consuming to produce full

transcriptions, while a great deal of the content may not be relevant to the research requirements. Meanwhile, the responses from the interviewees were all obtained through conversation without their having to write anything themselves. This informed the research by analysing how the professionals perceived the needs of their learners and how the learners' motivations could be improved.

3.8 DELPHI METHOD

The Delphi Method uses a set of questions to produce feedback which can gradually be refined through group communication among a selected team of experts in the given field. It has been used in various fields, including social studies, medicine, the environment and government, as well as business and the industry (Linstone and Adelson, 1977), although researchers note its limited applicability in Information Systems research (I.S.) (Brancheau, Janz and Wetherbe, 1996; Galliers, Merali and Spearing, 1994; Schmidt et al., 2001). The Delphi Method has mostly been used to plan, forecast and prioritise issues or develop strategies in a wide range of fields (Okoli and Pawlowski, 2004). One example was a detailed study to identify key factors affecting the diffusion of e-commerce in Sub-Saharan Africa (Okoli and Pawlowski, 2004). The main purpose of the Delphi Method has been to generate new theories rather than being used for evaluating purposes (Holsapple and Joshi, 2002). Within Information System (I.S.) research, the main outcome has been to produce results rather than evaluate the effectiveness of the methodology.

This stage of the research process involved an evaluation of the proposed first model of teaching and learning by adopting the Delphi Method with a panel of experts in order to refine it and propose a second version which would subsequently be evaluated by 2 focus groups of potential users.

According to the opinions recorded earlier, it is clear that teachers and providers have the responsibility to change. They may retain their own strategies, materials and skills, while considering how they might help older adult learners to engage in learning. In this case study, the results will indicate the best strategies and vital factors in offering provision in adult learning as identified by the experts. However, the overall strategy needs to be constructed in a logical, considerate and thoughtful way.

The justification for using the Delphi Method to help design the teaching and learning model is that experts in the field may help to develop and refine any proposed method of educational delivery for older adult learners. Therefore, the Delphi Method will be applied to the initial proposed model above in order to seek experts' opinions as to how the model might be improved. This informed the research by analysing how the experts perceived the needs of their learners and how the model could be beneficial in helping improve their motivations.

The purpose of the Delphi Method is to survey participants' responses in order to reach consensus as to the key features of the proposed model of teaching and learning which need to be retained or amended. This will enable the design of a revised model of teaching and learning which can be further evaluated in the final stage by two focus groups of older adult learners.

3.8.1 PROCEDURE

Based on the above methodology, the following expected outcomes and procedure were identified.

The expected outcomes were to refine the opinions of the experts by asking 3 rounds of questions. The evidence from Round 1 was also used to provide the design of the follow-up questions in the subsequent rounds, until consensus is reached as to the key evaluative points which will inform the design of TL Model 2.0.

The standard operating procedure was as follows:

1. Introduce myself and topic (show information sheet), and explain the process
2. Participants agree to ethical approval
3. Present the model and the questions (3 rounds of questions)
4. Collect and summarise each set of answers in turn
5. Analyse and code the responses

3.8.2 QUESTION DESIGN

The principle of designing the questions in this study was based on the 10 motivation factors, modified to explore the Model design. Thus, the proposed Teaching and Learning Model 1.0 was used as the subject for participants to think about and answer questions based on their opinions of it.

The first round questions comprised 10 open questions, which allowed the participants to describe their opinions freely. The second round questions were based on the themes extracted from the first round answers and were designed as ranking questions. The third round questions were based on the answers to the second round questions. They were open questions but based on the answers from the second round questions, rather than the motivation factors themselves.

The Round 1 and Round 3 responses were analysed and assigned to the 10 motivation factors. These were subsequently categorized into key themes which

emerged from the data and linked to one of the framework (FAMA). The following chart explains this process of Round 1 to Round 3 questions.

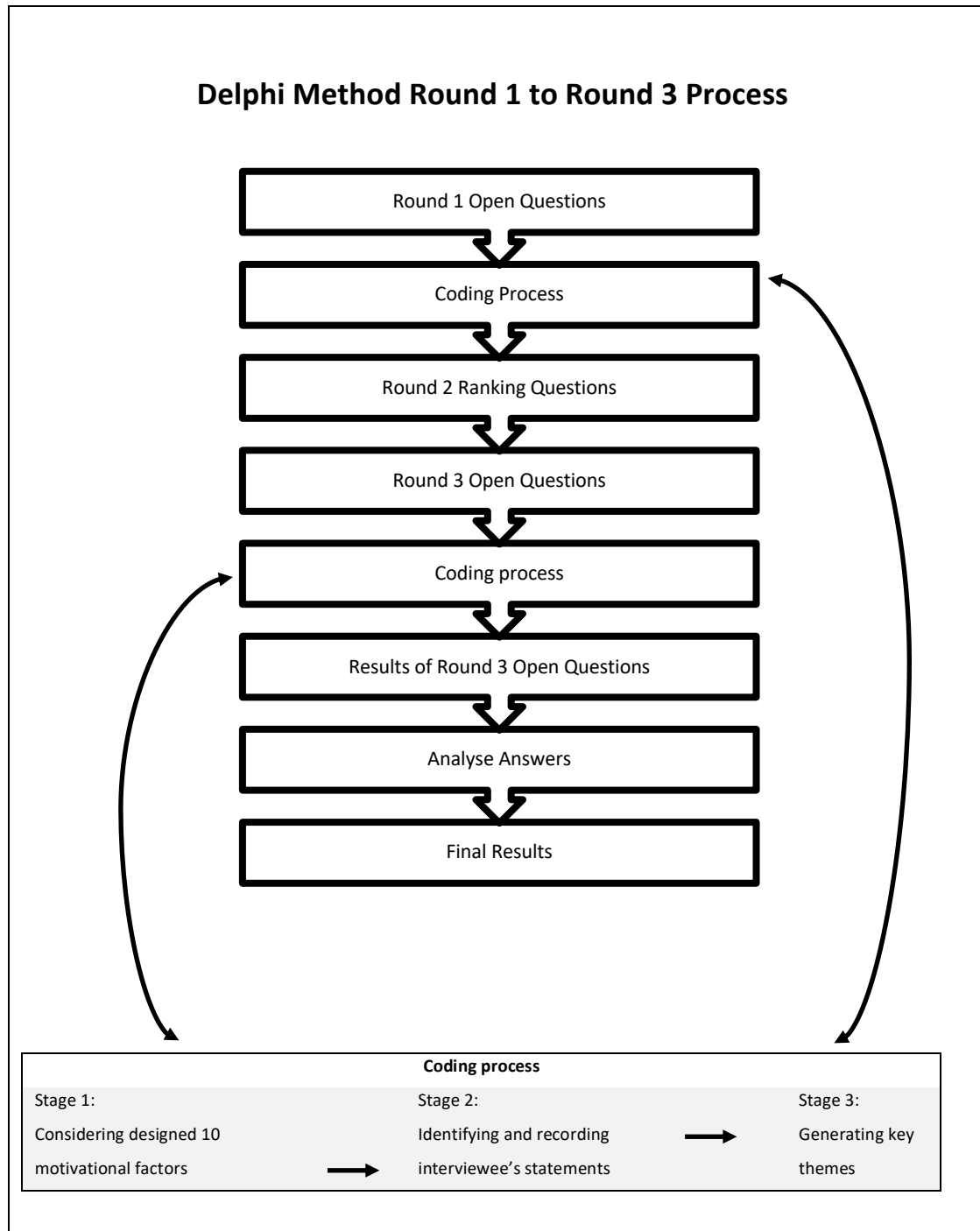


Figure 23: Delphi Round 1 to Round 3 process

The process of extracting and analysing the themes all followed the principle of the 10 motivation categories used in sections 3.5, 3.6 and 3.7 above for the observations and semi-structured interviews. The reason for this was to maintain the focus on the same motivation categories in order to identify which issues the experts considered most relevant and important. The results from analysing the three rounds of questions led to applying the direction and design factors leading to the refined version of TL Model 2.0 based on the Delphi Method evaluation of TL Model 1.0 from the experts' perspectives. Details of this process will be discussed in the Data Collection and analysis section for the Delphi Method in Chapter 5 below.

3.9 FOCUS GROUPS

The evaluation included feedback from two focus groups: 1 poetry group, and 1 care home Art group. These 2 focus groups were asked about the new proposed version TL Model 2.0. The reasons for choosing these 2 focus groups were that the types of Art activities were varied, giving opinions from both a community and care home group, which are common settings for stage 3 and stage 4 learners engaged in such activities (see Appendix D for the list of participants).

The focus groups were used to answer the first research question to explore how learners feel about their learning experiences. The focus group findings could later be compared to the issues around older adult learners' motivation. Lunt (1996) argued that a "focus group is useful when researchers seek to discover participants' meanings and ways of understanding." (Lunt, 1996, p.3) which is clearly an objective of this research.

The rich data obtained from such focus groups can inform the research by providing clearer insights into the underlying issues. Although the numbers

involved were limited, (Hennink, 2014) notes that a focus group typically includes six to eight participants or fewer, as was the case in the group in this study.

Different authors recommend a wide range of sample sizes when conducting focus groups. Mitchell (1999), for instance, suggests that one or two focus groups can be sufficient. He gave an example where three focus groups were conducted, with each group representing one age category. One advantage of using such limited focus groups is that it yields more in-depth, meaningful data. Moreover, the aim of such qualitative research is not to find generalisable data, as is the case in a survey but rather to discover the underlying issues. Another advantage is that the researcher has more control over the data due to the limited number of respondents and responses. Hennink mentions that “focus group homogeneity involves bringing people who have enough in common to allow the development of a productive controversial dynamic,” (Hennink, 2014, p.39) while Bloor (2001) describes how focus group direction often becomes lively and self-driven even though a certain structure and control is necessary. The researcher can allow individuals to interact and observe how this affects the discussion. These factors were all evident in the focus groups in the current study.

The justification for choosing the focus group method is because it is an efficient way to collect the opinions of a group of people who have the same interests and similar age (Hennink, 2014).

3.9.1 PROCEDURE

Based on the above methodology, the following expected outcomes and procedure were identified.

The expected outcomes were to provide further understanding of the motivational factors applied to the TL Model 2.0 of Art activities from the learners' perspectives. Furthermore, it would inform the research by providing a better understanding of the issues and a more efficient way of obtaining feedback from learners with regard to TL Model 2.0.

The standard operating procedure was as follows:

- (1) Introduce researcher and research topic
- (2) Explain the interview process
- (3) Participants sign the ethical approval form
- (4) Participants complete personal details sheet
- (5) Researcher explains each question and allows respondent to reply
- (6) Researcher may discuss each factor following group members comments
- (7) Researcher records their main ideas on each question in turn
- (8) Researcher collates the data
- (9) Researcher thanks participants
- (10) Whole process is about 20-30 minutes
- (11) Responses will be analysed and coded according to the 10 motivation factors.

3.9.2 QUESTION DESIGN

The 2 groups were representative of the user community. The questions they were asked were the same as those used in the first round of the Delphi evaluation process, namely they related to the model. The reason for this was to compare the answers, analyse the same motivation factors and look for suggested improvements emerging from the data.

Both written description and images were used to represent the model, therefore learners did not use the physical model, however, through images and description they could imagine the situation in which they might use this learning model. Therefore, this study asked learners to imagine if they were using this model in all kinds of situations, what they would expect to have and what difficulties they would envisage.

The evaluation interviews comprised ten questions, similar to the Delphi Method first round interview questions. However, the subject which the interview question focused on is different. The first round Delphi interview question asked the experts' opinions about the model, in other words, the purpose of the interview question was to ask experts how they felt the model would influence learners. However, the focus groups evaluating TL Model 2.0 were asked how they would feel if they were using this model for their learning.

There were ten questions, all of which asked learners to think about using this model through Art activities. These ten questions included asking learners about their learning motivation, the teacher's role, professional life, social activities and health issues.

The following list shows the ten questions used to guide the discussions with focus groups.

- (1) Question 1: In what ways would this model affect your motivation to participate in learning activities in general?
- (2) Question 2: In what ways would this model affect your motivation to participate in Art activities?
- (3) Question 3: In what ways would this model affect your enjoyment from participating in Art activities?

- (4) Question 4: In what ways would the role of the teacher be positively affected by this model?
- (5) Question 5: In what ways would this model encourage you to benefit professionally from participating in Art activities?
- (6) Question 6: In what ways would this model affect your social relationships developed through participating in Art activities?
- (7) Question 7: In what ways would this model affect your wider social benefits gained through participating in Art activities?
- (8) Question 8: In what ways would this model make it easier for you to find time to participate in Art activities?
- (9) Question 9: In what ways would this model affect your health through participating in Art activities?
- (10) Question 10: In what ways would this model support you to participate in Art activities?

The principles of the design of these ten questions were concerned with ensuring consistency and comparability with the first round questions of the Delphi Method interview. The first two questions were about learners' learning motivation in general and in Art activities in particular. The purpose of asking about their learning motivation was to understand the differences between general activities and specific Art activities.

The third question was about learners' personal enjoyment of Art activities. This question was to ask how much enjoyment they would have by doing Art activities, and to think about how the model would affect their enjoyment of learning. The fourth question asked what thought think about how the teacher's role would be affected by this model. The fifth question was about learning through Art activities which might affect their professional life.

Questions six and seven were related to the learners' personal and wider social life. These 2 questions asked about the development of learners' social interaction personally and publicly through participating in Art activities.

Question eight was about time management. The question asked the learners, in what ways this model might make it easier for them to find time to participate in Art activities. This question would show to what extent the refined TL Model 2.0 would actually help learners to find time to participate in learning more easily.

The last two questions dealt with health issues and learning support and barriers. Since the model design was based on Art activities, question nine asked learners, if they participated in Art activities, did they believe this model structure would help to improve their health physically and mentally.

Question ten is about the support and barriers that this model would offer from the learners' perspective. Learners were asked to think what support they would have, and what kinds of barriers they might face if they engaged in learning through this model.

The purpose of all ten questions was to ask learners to think about learning with Art activities within the TL Model 2.0 structure, in order to find out what difficulties they might face and how they believed the model could be improved. This valuable feedback would help the model to be developed in a more suitable and helpful way for older adult learners to use.

3.10 SUMMARY OF METHODOLOGY

The methodology used in this research involved different methods of interviewing groups of older adult learners, and coding of the collected data, in order to analyse the motivational factors which influence their learning choices

and interests. The methods used were observations, semi-structured interviews, Delphi Method interviews, and focus group interviews. The data gathered from all these will help to create better understanding of older adults' learning motivation.

This mixed method and interdisciplinary approach was the main contribution of this thesis in the area of methodology, and the complex but systematic process of understanding meant that older adult learners' motivation was examined from the different perspectives of learners and educational experts, in order to design a suitable collaborative model, particularly for older adult learners.

The data collected were used to meet the stated aim of this thesis, namely to develop a collaborative model of teaching and learning based on detailed feedback from learners and educational professionals, which is specifically aimed at the age group 50 and above, and which will enable teachers, facilitators and providers to work in a novel collaborative way to improve their learners' motivation in the UK. The development of the model will be discussed in the following three chapters in order to show how the data informed the research process at each stage.

CHAPTER 4 TEACHING AND LEARNING (TL) MODEL 1.0 DESIGN

4.1 INTRODUCTION

This chapter presents the data collected from the observations and semi-structured interviews along with detailed analysis of the findings using a coding process.

Key themes were identified from the data and subsequently used in the process of designing the Teaching and Learning (TL) Model 1.0.

4.2 OBSERVATIONS

Following the observations, the designed framework based on Carré's (2000) 10 Motivation Factors (see Table 24) was used to categorise the observed behaviour of teachers and learners. This included factors recorded on the observation sheet (see Appendix B), such as learners' attendance, punctuality, shared comments and experiences and their discussions about what motivated them before, during and after the activity. All the relevant data linked to each individual motivation factor were then collected into one table (see Table 33, Motivational Factor 1 as an example). Using a deductive approach, key themes were identified from these accumulated data which could be later carried forward to the design process.

4.2.1 DATA COLLECTION AND ANALYSIS

The data collection tools included a pilot set of the interview questions used with a randomized group of 6 learners, observations, semi-structured interviews with learners and with professionals in teaching.

The details are as follows:

1. observations of Art activities (in an adult Art class lasting 10 weeks with a total of 20 hours of observed activities)
2. semi-structured interview questions with participants involved in various art activities (5 groups of 6 participants)
3. semi-structured Interview questions with 6 experienced professionals (see Appendix D) in this field.

This allowed triangulation of the findings on motivation from the 3 different perspectives of the researcher as participant observer, the learners themselves and professionals.

4.2.2 THEMES FROM DATA

Motivational factor 1: Learners' Motivation to Learning in General

The data showed that the learners are committed to study. One of the reasons is that they chose the course based on their own interest and decision, therefore their personal interest in this specific Art subject is fulfilled and they remain focused on the subject and express their satisfaction from learning new skills. One major difference between learners' and professionals' feedback, is the willingness of the learners to continue studying after class. As the observations were in progress, many learners mentioned that they were in no rush to finish their work in class, they were keen to take it home and continue it, which gave them flexible time to gain satisfaction from their work.

Motivational factor 2: Personal Motivation to Specific Art Activities

Motivational factor 3: Personal Enjoyment from Specific Art Activities

In the category of personal motivation and enjoyment in learning, the outcomes from the observations show that personal enjoyment is more likely to continue after an Art class. It also showed that learners express their interest and enjoy developing the ability of creativity through Art. However, in the process of the observations, some learners complained about the topic of the sessions, which sometimes did not suit them all. It is the teachers' challenge to make their learners comfortable and satisfied with the topic they are going to follow.

Motivational factor 4: Teacher's Role in Motivating Learners

Through observation, the results show that the teacher's role is a crucial factor in terms of learning and there are few differences between the learners' and professionals' feedback. Learners want teachers to provide feedback and new ideas, and to build up their confidence in a friendly environment. Flexibility is the crucial factor that a teacher needs in an adult class, as the role of the teacher has changed from the dominant role into the helpful leading character who is guiding learners in a suitable direction and accompanying them on this learning journey.

Motivational factor 5: Work-related Skills or Qualifications

There were not many signs through observations that individual learners had the desire to develop work-related skills. During the observations, only one learner recognised that this specific Art course would improve their skills and help them to add to their existing professional work opportunities.

Motivational factor 6: Socialising

Socialising is an important interactive relationship in class between learners and teachers, also from learner to learner. It was clear from the observations that a friendly atmosphere in class had a positive impact on learners, such as generating positive feedback and support, exchanging information and continuing their learning outside of class together or providing encouragement. From the results of the observations, learners and teachers share similar ideas that Art activities can help the group to socialise more by sharing ideas and providing support.

Motivational factor 7: Participation in Wider Social Activities

From the wider participation point of view, these specific Art activities can generate and encourage learners to take on other activities outside of class. Therefore, the class not only provides a chance to learn, but also a chance to socialize beyond the classroom and take up new roles and activities.

Motivational factor 8: Creating Time for Learners' Own Priorities

Through observation, the results show that the majority of learners use Art activities to make their lives more varied and help them to rearrange their time by avoiding daily routine. It also shows that the stress from family life could be quite high if they have to take care of their parents and their children at the same time. Sometimes they feel they have no time for themselves. Therefore, creating a time and place where they could do only what they want is a way of getting respite from daily commitments.

Motivational factor 9: Health Benefits

A friendly environment is important, but a healthy environment is also equally important. The observation results showed that it is helpful for learners to talk about their health issues to each other, as they feel that the support from peer learners gives them the strength to carry on, and they also provide valuable opinions to each other. A healthy environment means a friendly, comfortable, supportive, and positive atmosphere. A healthy environment is created by learners and teachers as a group, therefore creating a healthy environment is everyone's responsibility in the class.

Motivational factor 10: Barriers to Learning and Support for Learners

Through observation, both learning barriers and support for learners were quite similar in nature based on learners' and professionals' feedback. The results show that family and group support inside or outside of the class is important to their learning. The obstacles reported were that sometimes the topic level is too challenging, that would hold back their learning and it might cause a decrease in learning motivation and increase emotional learning difficulties, such as anxiety, low self-esteem, and fear of learning. There is one thing that is different from learners' and professionals' point of view, that is sometimes learners feel that they have no help with caring for ill family members. An ill family member would consume a lot of energy and time from the people who take care of them, which may also increase emotional stress during the period of care taking. Therefore, many learners describe this kind of difficulty, and they would like to have support in order to have time for themselves to recover from the energy consuming process and refresh themselves by learning new skills and knowledge.

4.3 SEMI-STRUCTURED INTERVIEWS

Following the semi-structured interviews, the framework FAMA (see Table 24) was used to categorise the learners' and professionals' responses. This included factors such as learners' experiences and discussions about motivation before, during and after the activity. All the relevant data linked to each individual motivation factor were then collected into one table by using a deductive approach, key themes were identified from these accumulated data which could be later carried forward to the design process.

4.3.1 DATA COLLECTION AND ANALYSIS

Glaser and Laudel (2013) identify how raw data can be categorised from empirical data (the interviewees' actual words) as well as from a theory-based set of categories. In the current study, the overarching motivational factors allowed the data to be categorised accordingly, but there was also space for more ad hoc or unexpected responses to be included as part of the detailed thematic analysis.

Many qualitative studies treat all data from respondents as equally important, with no determining factors to help organise it. However, Pierre and Jackson (2014) recommend a systematic approach to data analysis by firstly determining what data to include and secondly to select what is the most appropriate data to analyse. In the current study, the ten motivational factors identified determined what data to include, and the detailed analysis led to the selection of the most appropriate data.

The data extracted from the semi-structured interviews were categorised into the ten factors within the Framework of Adult Motivation in Art (FAMA).

The audio recordings were transcribed, analysed and assigned to the Framework (FAMA) according to frequency. These were subsequently categorized into key themes which emerged from the data and linked to the Framework (FAMA).

4.3.2 THEMES FROM DATA

1. Themes from data with learners

Motivational factor 1: Learners' Attitude to Learning in General

From the results, challenging learners in class, for example by encouraging them to try new ideas, is very positive. Learners' previous learning experiences are an important factor to make them want to learn and continue the learning process, it also shows that learners' commitment to study is vital for their learning motivation. Participant Male 8, for example, stated: "Education is a must. Learning every day in a focused way. We should give ourselves more time to study more." Female 14 said: "You never stop learning from life." These statements reveal how motivation can keep people learning throughout their lives.

Motivational factor 2: Personal Motivation to Specific Art Activities

The second set of themes are about learners' motivation in learning and doing Art. These themes include their personal interest, subject focus, their satisfaction in learning, their personal development from feedback, and expressing themselves in a creative way. It can be shown that Art activities can expand learners' creativity in learning. For example, Female 12 is quoted as saying: "I was keen to learn more about water colour, and the creative course is very useful for beginners." While Male 5 stated: "I can improve my drawing and painting skills, which is very satisfying." This shows the skills focus of some learners when choosing to take an Art class or activity.

Motivational factor 3: Personal Enjoyment from Specific Art Activities

The third set of themes are about personal enjoyment. Learners described that their personal enjoyment mainly came from continuing study after class. Learners

also expressed the enjoyment that came from their personal interest in developing creativity through Art activities.

Motivational factor 4: Teacher's Role in Motivating Learners

The fourth set of themes are about teachers' teaching styles and strategies. The themes include teachers' flexibility of teaching, such as building up learners' confidence, and creating a friendly, inclusive environment, and teachers' professionalism in teaching and giving high-quality feedback. Teachers' teaching style could be very inspirational. For instance, Male 12 said: "The good teacher should always encourage students to do their best and never put them down."

Motivational factor 5: Work-related Skills or Qualifications

The fifth set of themes is extracted from learners' feedback about these Art activities related to their professional life. However, participants in this group do not usually learn to gain another professional skill. Even though most of the participants were not considering having another professional life, some learners did want to continue or improve their professional skills when they are still in the stage of semi-retired life. In this case, learners' feedback shows that most participants were doing Art activities for leisure learning rather than developing a professional skill. However, there are some participants with an Art-related work background, who wanted to use these learning opportunities to improve their skills in order to improve their performance at work. For example, Male 14 said: "It helps me develop my skills and give me a sense of achievement as a professional."

Motivational factor 6: Socialising

The sixth set of themes included opportunities to meet people and share their ideas in class, feeling comfortable and confident to socialise with their peer

learners. The results show that learners' attitude to learning is very powerful and influential on their peer learners. Female 4 stated: "The group is very friendly, supportive and cooperative. I feel comfortable in the group." This social aspect is an essential aspect of older adult learning.

Motivational factor 7: Participation in Wider Social Activities

The seventh set of themes are related to category six, but the difference is that some learners are looking for wider participation. Learners' feedback shows that they have a passion for passing on knowledge to family or friends, they feel valued in society, and want to develop confidence at work and home. The other advantage is that by doing these Art activities, it motivates and encourages them to attend other activities and to take on different roles. Female 10 said: "I can share my Art with my friends and family members", which shows how the activity impacts on wider social interaction.

Motivational factor 8: Creating Time for Learners' Own Priorities

This category includes time management, which is related to how people can use their time well after they have retired. The results indicate that by taking Art courses, learners can use this learning opportunity to avoid boring daily routine and unwanted commitments. They feel that their time is well-spent, and the time passes more easily for them. The other benefit is that the learners have time to enjoy and relax in a class, also they can share their learning experiences with family, and have better quality of time sharing their lives with family. For example, Male 11 said: "I feel the whole experience has given me personal time to develop as a better person."

Motivational factor 9: Health Benefits

The ninth set of themes are about learners' health, in terms of learning. In a class, learners feel that the social interaction with others can prevent loneliness, and through a friendly environment, they emotionally feel positive and this increases their self-esteem. Male 1 for instance stated: "Appreciating beauty helps me forget the pain", which is a very personal way of describing the health benefits gained from learning.

Motivational factor 10: Barriers to Learning and Support for Learners

The last set of themes are the feedback from learners about the difficulties and support they have when attending Art activities. The results show that it can be very supportive to learners to create a convenient time, for the classes, as well as a suitable location, affordable cost, and most of all, support from family. The results also show that financial support from the government and well-displayed information would be useful for learners. However, the barriers that learners mention are also based on time, location, fees, and individual emotional difficulties and problems with group members or teachers. Female 12 typically said: "I don't get any financial help, but I do get a lot of support from my family."

2. Themes from data with professionals

The themes extracted from the semi-structured interviews with professionals were analysed into 10 categories, using the same method as for the semi-structured interviews with learners.

Motivational factor 1: Learners' Attitude to Learning in General

The first category is about older adult learners' motivation in general. The professionals felt that older adult learners were happy to take on challenges as long as the course level is suitable. They indicated that older adult learners also

expressed their interest in general learning in classes. For example, Female 16 explained: "They are looking for something to do which they haven't done in their daily life."

Motivational factor 2: Personal Motivation to Specific Art Activities

The second category is related to learning motivation in particular Art activities. Professionals explained that personal interest in the subject, in this case, an Art form, plays a vital role in older adult learners' learning motivation. Another theme is that they described the importance for older adult learners to anticipate satisfaction from learning new skills. Male 17 expressed the view: "Going through the creative process and making something for themselves is an important part of why they attend."

Motivational factor 3: Personal Enjoyment from Specific Art Activities

The third category is about the enjoyment of participating in Art activities. The themes extracted from this category were that the Professionals found that older adult learners gained satisfaction from learning new skills during the class and showed their personal enjoyment from participating in Art activities. Female 17 explained that her learners gained a "Sense of accomplishment and pride. Fun!"

Motivational factor 4: Teacher's Role in Motivating Learners

The fourth category is related to the teacher's role. The themes in this category were that the Professionals expressed the importance for teachers to provide feedback and new ideas to older adult learners. They also indicated that the flexibility of teaching styles could help to increase older adult learners' creativity. Male 19 described the teacher's role as: "To help the learners build up their ideas and introduce new ones."

Motivational factor 5: Work-related Skills or Qualifications

The fifth category is about work-related issues. The professionals said that the age group of this research (over 50) were not highly motivated to participate in Art activities by work-related considerations. Instead, their learners took part in Art classes largely for leisure and socialising purposes. Male 18 said: "Learning for qualifications is not relevant to retired people," while Female 17 said: "It may help older adult learners in their job if they are still working." This shows that some older adult learners may still want to gain qualifications to help them at work.

Motivational factor 6: Socialising

Motivational factor 7: Participation in Wider Social Activities

The sixth and seventh categories are related to socialising and wider social participation. In these two categories, professionals claimed that participating in Art activities can help older adult learners to socialise inside and outside of class. Furthermore, by participating in classes, they reported that older adult learners could more easily share ideas with each other in another encouraging social environment. Male 16 said his learners: "Enjoy meeting like-minded people and being creative together," while Male 21 said: "I encourage them to organise social activities outside the class."

Motivational factor 8: Creating Time for Learners' Own Priorities

The eighth category is about time management. The professionals said that for older adult learners, participating in Art activities is a positive way to avoid their daily routine after reaching the semi-retirement or retirement age. Female 16 explained that: "Learning gets them away from the house and routine."

Motivational factor 9: Health Benefits

The ninth category is related to health issues. The professionals expressed the view that a creative environment, such as an Art class, could provide an emotionally positive environment and help older adult learners to gain self-esteem through positive reactions from peer learners and teachers. Interacting with other people in a creative environment is vital for preventing loneliness in this age group above 50. Male 16 explained that: "It promotes fine motor skills and increase in mental and physical dexterity."

Motivational factor 10: Barriers to Learning and Support for Learners

The final category is about barriers and support for attending Art activities. The Professionals indicated that family and financial support are vital for older adult learners. they also noted how support from peer older adult learners and teachers may be helpful for older adult learners to overcome their learning difficulties. Male 18, for instance said that: "Health and family issues may be a problem for some older adult learners."

4.4 RESULTS IMPACT ON TEACHING AND LEARNING MODEL 1.0 DESIGN

The data obtained from the observations and two types of semi-structured interviews will be discussed in turn below, followed by an analysis based on a comparison between the various data collated.

There are three steps of analysing data in this study. It is a process of coding and extracting themes from all the observation and interview data. The first step is to display the original answers to the ten questions from the participants. Step two

is to extract themes from the answers of all the participants, and collect the answers into similar categories, as the participants described similar feelings or needs. The third step is to collect all the themes from the 10 questions and display them in one category, including the themes from the observations, and two types of semi-structured interviews. This allowed the researcher to compare and combine the main issues in adult learning based on the results from all three data collection tools.

After comparing the data from the observations and semi-structured interviews, extracted themes were categorised from all of them. These were further analysed according to the categories based on the ten questions and focus areas. The themes vary in each category, some of them more than others, while there are also some common themes that emerge. These common themes will form the basis of how the model will be developed to best suit the needs of the learners and teachers involved in the Teaching and Learning Model.

Motivational factor 1: Learners' Attitude to Learning in General

The results show learners feel that study will challenge them, and it also makes them feel that they can use their previous experience. For this age group,

learning is a commitment, and it also helps them to develop their general interest and knowledge. The negative side of committing to learning, is sometimes they see themselves as too old to learn anything new.

From the professionals' point of view, their ideas of learners' motivation focus on the challenges that will inspire them to learn more and express their liking for general learning.

Key themes

1. make use of learners' previous experiences
2. learning is a commitment
3. develop general interest and knowledge
4. age is a barrier to motivation

Motivational factor 2: Personal Motivation to Specific Art Activities

The second theme is about learning in Art activities. Learners describe their personal interest in this subject, because they focus on Art which helps them to develop their creativity. By learning new skills, they can enjoy self-expression and personal development through Art activities. Art is also good to enable them to develop and see criticism and feedback in a positive way.

Key themes

1. personal development through Art

Motivational factor 3: Personal Enjoyment from Specific Art Activities

The third theme is about learners' personal enjoyment in class. The data shows that their enjoyment comes from learning new skills that are relevant to their needs, continuing studying after class, and developing their creativity through a specific subject: Art.

Professionals have the same comments as learners regarding personal enjoyment and satisfaction from learning new skills as being important to the enjoyment of learning. The results show that they are willing to continue studying after class

because it is not like work for them, but rather a creative process, and it can continue to be involved in their daily lives.

Key themes

1. learn new skills relevant to older adult learners' needs
2. continue learning after class

Motivational factor 4: Teacher's Role in Motivating Learners

The fourth theme is about the teacher's role. Learners feel that teachers' professional and inspirational teaching style is important, to help build up their confidence, and teachers must have flexibility in their teaching approach. The teacher's responsibility includes providing feedback and new ideas for learners to be inspired. Teachers also have the responsibility to build a friendly and inclusive environment for learners. Professionals also believe that feedback and professionalism are vital for teaching. Flexibility is one of the positive qualities in teaching.

Key themes

1. professional, inspirational teaching style through training
2. flexibility
3. provide feedback on new ideas and jointly plan new courses
4. a friendly and inclusive environment

Motivational factor 5: Work-related Skills or Qualifications

The fifth theme is about the activities and courses which provide training skills at work. However, most of the participants are semi-retired or fully retired people,

and they are less likely to look for learning activities related to work or their careers. From the professionals' point of view, work-related skills are not so important for the age group over 50.

Key themes

1. Art is not related to work, so older adult learners prefer to focus on learning for pleasure

Motivational factor 6: Socialising

The sixth theme asks for learners' responses about socialising. The results show that Art activities could help them to actively learn from each other and feel supported. Art activities have the potential to create a joint activity, thereby helping them to socialise and feel more comfortable and confident in groups. From the professionals' feedback, it shows that the feeling of supporting each other among learners is vital for their social activities.

Key themes

1. actively learn from each other by sharing experiences, feelings and support
2. potential to create a joint activity with other older adult learners
3. good communication between older adult learners

Motivational factor 7: Participation in Wider Social Activities

Theme seven is related to theme six which asks learners about their wider participation in Art activities. Learners' feedback shows that they have the desire to pass on knowledge to their family and friends. They feel valued in society and develop confidence to study more, the consequence is the Art activity is not just

an educational subject, but it also has the potential to help people to socialise in wider settings. In other words, Art activities could encourage them to attend other activities and to take on other roles in society.

In terms of wider participation in social activities, professionals recognise that passing on knowledge and feeling valued in society are important, which concurs with the learners' point of view.

Key themes

1. desire to pass on knowledge
2. develop confidence
3. encouraged to attend other activities

Motivational factor 8: Creating Time for Learners' Own Priorities

This theme is related to time management. The results show that learners who attend Art activities or Art courses spend their time more profitably and they are also better than before at avoiding any boring daily routine. Some people feel that joining classes can help them to pass the time and get away from daily responsibilities in order to have relaxation. Also, the skills and techniques they have learnt from class could provide them with subjects or topics to talk about with their family and friends.

The professionals have the same ideas as learners. They think that it is helpful for learners to attend creative activities like Art, it is a way for them to avoid daily routine and manage their time well.

Key themes

1. better way of managing time
2. better way of avoiding any boring daily routine

Motivational factor 9: Health Benefits

Theme nine is about health and well-being. Art is the subject that people use extensively in therapy and relaxation. The results show that a supportive environment is helpful for learners to socialise in order to prevent loneliness, therefore it stimulates their brains and keeps them active both physically and mentally. Learning in a positive environment means that learners feel that they are emotionally positive and increasing their self-esteem. On health issues, the professionals think that supporting each other is vital for learners, as sometimes they have similar health issues no matter whether physical or mental.

Key themes

1. art activity is therapeutic and relaxing
2. it stimulates learners' brains and keep them active
3. increasing self-esteem

Motivational factor 10: Barriers to Learning and Support for Learners

The last theme asks learners about the support and the barriers in their learning. Learners reported that convenient timing and location is important. Some of them mentioned that financial support from their family and the government would be quite helpful. Learners also mention that positive advertising of the class is important and a necessary feature. The barriers to learning are that learners feel that they might have physical problems or emotional difficulties with

group members or teachers. They also worry that the information is not clear enough and the learning topic and level may be too challenging. Some learners mention about the time constraints of classes, which may have an impact on the flexibility of courses.

Key themes

1. convenience of time and location
2. financial support
3. positive advertising
4. information is not clear enough
5. time constraint of classes
6. physical help and support

The key themes identified from all three data tools can be summarized in the following table. These influenced the design of TL Model 1.0.

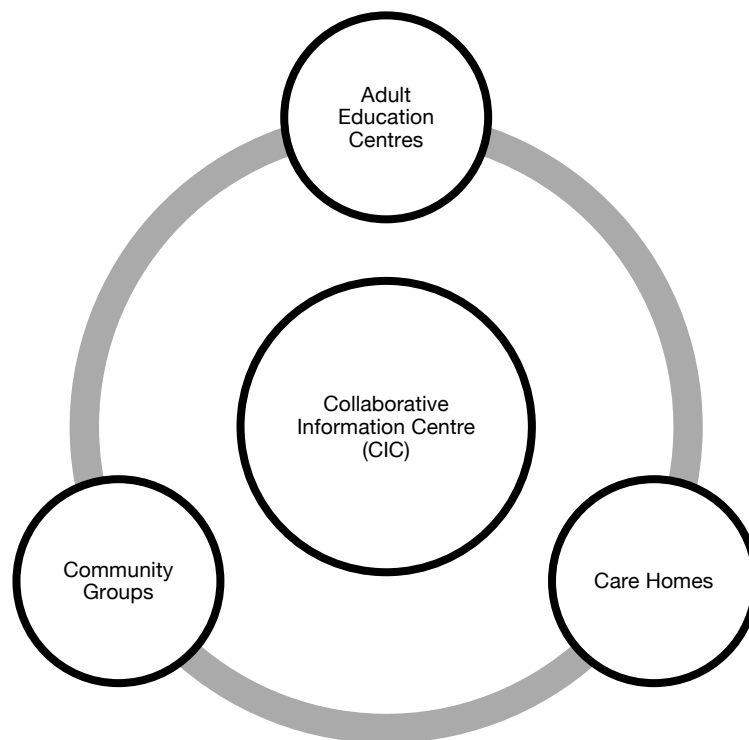
Table 33: Summary of key themes for TL Model 1.0 design

Teaching and Learning (TL) Model 1.0	
Framework of Adult Motivation in Art (FAMA)	Key themes from observations, and semi-structured interviews
1: Learners' Attitude to Learning in General	1 make use of learners' previous experiences 2 learning is a commitment 3 develop general interest and knowledge 4 age is a barrier to motivation
2: Personal Motivation to Specific Art Activities	1 encourage personal development through Art
3: Personal Enjoyment from Specific Art Activities	1 learn new skills relevant to older adult learners' needs 2 continue learning after class
4: Teacher's Role in Motivating Learners	1 provide professional, inspirational teaching style through training 2 provide flexibility 3 provide feedback on new ideas and jointly plan new courses 4 provide a friendly and inclusive environment
5: Work-related Skills or Qualifications	1 Art is not related to work, so older adult learners prefer to focus on learning for pleasure
6: Socialising	1 learn from each other by sharing experiences, feelings and support 2 provide a joint activity with other older adult learners 3 encourage good communication between older adult learners
7: Participation in Wider Social Activities	1 encourage desire to pass on knowledge 2 develop confidence 3 encourage learners to attend other activities
8: Creating Time for Learners' Own Priorities	1 provide better way of managing time 2 provide better way of avoiding any boring daily routine
9: Health Benefits	1 ensure Art activity is therapeutic and relaxing 2 stimulate learners' brains and keep them active 3 increase self-esteem
10: Barriers to Learning and Support for Learners	1 provide convenience of time and location 2 provide financial support 3 provide positive advertising 4 ensure information is clear enough 5 consider time constraints of classes 6 provide physical help and support

4.5 DESIGN OF TEACHING AND LEARNING MODEL 1.0

Teaching and Learning Model 1.0 will be described in this section along with justification of the included features based on the data analysis.

Figure 24 on the following page presents a graphical summary of the main design features included in TL Model 1.0.



Key features

1. Provide professional staff training and meetings for various providers
2. Provide teacher training for older adults learning in the local area
3. Manage and coordinate courses in local area
4. Provide information, advice and guidance for local learners in local venue
5. Seek feedback from learners and involve them in planning activities
6. Provide opportunities to improve health and well-being through Art activities

Figure 24: TL Model 1.0

4.5.1 RATIONALE AND EXAMPLES OF USING TL MODEL 1.0

The current model of delivery of adult learning, particularly for older adult learners has been described by NIACE (Stanistreet, 2014) as lacking “any joined-up policy making” and calls for a review of this model.

The proposed Teaching and Learning (TL) Model 1.0 in the current thesis aims to increase efficiency, cost-effectiveness and provide more classes by developing a joint strategy between providers for older adult learners, namely adult education centres and local community groups alongside care homes where learners in the older age group may reside. This would lead to an increase in provision across the age groups identified within the local area. For these reasons, the researcher proposes a model of organisation based around a Collaborative Information Centre (CIC), which could consist of a physical presence in the local area, for example in a local library, which older adult learners said they would prefer.

Based on the feedback from learners and professionals, the following proposed TL Model 1.0 was developed to take 6 key features into account.

1. Provide professional staff training and meetings for various providers

The proposed Collaborative Information Centre (CIC) would enable teachers and providers from various venues to visit partner venues as requested across the area and share expertise and resources with local colleagues. Over time venues would develop their own expertise within their own teams, thereby ensuring professional staff training.

Furthermore, it would arrange specialist training for teachers and staff to ensure positive atmosphere, suitable levels, support and learning targets and co-ordinate

all the activities in the area. This would ensure all provision met the needs of older adult learners as identified in the data analysis.

2. Provide teacher training for older adults learning in the local area

The proposed Collaborative Information Centre would ensure that materials and training resources for teachers are maintained by the local authority and made available to all interested partner providers. Regular meetings of the partners would be held to ensure that all needs are met, and good practice is shared across the local area.

3. Manage and coordinate courses in local area

The proposed Collaborative Information Centre would manage and coordinate the courses offered by different providers, in the form of a meeting point between them and students' representatives, to negotiate a flexible content, timing, location and cost. This would aim to meet the needs of the older adult learners identified in the data analysis.

4. Provide information, advice and guidance for local learners in local venue

The proposed Collaborative Information Centre aims to provide information, advice and guidance to encourage more older adult learners (Stage 3 and 4 age groups) to learn Art in an open and positive environment, as well as promoting active learning and sharing of life knowledge and experience.

5. Seek feedback from learners and involve them in planning activities

The proposed Collaborative Information Centre would involve teachers and learners in discussing and planning suitable courses through feedback, thereby ensuring learners' needs are met.

6. Provide opportunities to improve health and well-being through Art activities

Art is flexible and accessible and may help develop learners' creativity. Therefore, it is suitable particularly for older adult learners of any ability with benefits for their social life, health and well-being. The courses need to be designed in a flexible way which can be delivered at any level in classes in colleges, adult education centres, care homes or community settings which are convenient for all ages.

The following are some examples of using TL Model 1.0.

One example of joint provision would include activities offered by both existing adult education providers, local community groups and care homes to ensure high quality teaching and learning venues, staff and resources. Some of these classes may include learners of different ages, needs and abilities. This could motivate older adult learners to achieve higher standards of attainment and or qualifications, whilst imparting their life skills and experience to each other in a socially dynamic environment.

Local groups would also be encouraged to work together on Art projects. Therefore, for example, care home residents could engage in joint art activities with community groups, using Art as an intergenerational learning activity.

The local authority would become the public face of the delivery partners, acting as a dissemination point of information, advice and guidance for older adult learners, possibly based in local community venues such as public libraries.

In these ways, this proposed TL Model 1.0 would meet the needs of the learners as identified in the data collection methods discussed earlier, and would also provide support for participating staff, thereby allaying the concerns expressed by the professionals. The following is a summary of benefits from the proposed TL Model 1.0, which will be used in subsequent evaluation of the model through the Delphi Method as described in chapter 5.

4.5.2 BENEFITS FROM TL MODEL 1.0

The semi-structured interview feedback showed that most learners had problems in obtaining useful information. Usually, they had a problem finding where resources were, and how to access them. One of the benefits of the proposed Teaching and Learning Model design is to provide a Collaborative Information Centre (CIC) that will really help learners. It is providers' and teachers' responsibility to help learners connect their experience with new skills in order to enhance their confidence. Usually older adult learners feel that they have no place to use and no need to use their skills any more, which may decrease their learning motivation rapidly.

From the results of the semi-structured interviews, it was clear that learners had a positive interest in learning, but they had problems engaging in it if they had had bad experiences of education before. Therefore, another benefit of the proposed model is in providing an open and welcoming environment, as well as encouraging learners to learn from each other. This model uses Art activities as a tool to engage older adults in learning, and the feedback showed how learners can use their learning experiences in their daily life. This illustrates the variety and flexibility of Art activities, which can be a powerful motivational factor in encouraging adults to join the learning process.

It is different to teach younger people than older people. Therefore, a further benefit of this model is the provision of professional training courses or workshops for teachers to have more knowledge about lifelong learning and teaching strategies. The training includes understanding older adult learners' health needs, including physical and mental health, and being flexible in their teaching attitude and strategies.

The learners at Stage 3 and 4 focus more on leisure learning. However, there are still some learners who may need to have support and information to advance their skills for other purposes. Therefore, this proposed model will also provide the information and suggest follow-up steps for learners who need this.

The feedback from learners and professionals showed that learners found it easier to communicate with each other by sharing their ideas through doing Art activities. The proposed Collaborative Information Centre encourages learners to participate in different Art activities in order to broaden their knowledge and their network in a sharing environment.

Time management is an important tool to help older adult learners to prevent loneliness and increase physical activity as some arts and crafts require a lot of physical agility. One benefit of the model design is the provision of courses which are flexible enough to fit in with learners' daily lives.

With regard to health issues, the proposed model aims to design a health-friendly environment, including professional help for older people's learning difficulties and developing the awareness of older people's physical and mental health. By doing that, this model proposes professional training to help staff and teachers.

The feedback from learners and professionals shows that it is vital for the model to offer a flexible timetable and convenient location for older adult learners. It

also shows that it is important to design a model that can provide advice to learners to keep on learning if they have financial problems. The design of this model has to make information understandable and clear enough for older people. Therefore, clear information and flexibility are vital for the design element of this model.

The concept of an integrated, collaborative model of providing information and activities for older adult learners in a locality is novel, and would provide a more coherent approach to delivering activities for this age group. Although the actual providers and what they provide is not new, the way in which it is proposed that the activities will be delivered is new.

The following chapter will discuss how the initial Model 1.0 was subjected to evaluation by a panel of experts by applying the Delphi Method.

CHAPTER 5: DEVELOPMENT OF TEACHING AND LEARNING MODEL 2.0

5.1 INTRODUCTION

This chapter presents the data collected from the Delphi Method along with detailed analysis of the findings using a coding process. The experts were asked to evaluate TL Model 1.0 and provide detailed feedback. Key themes were identified from the data and subsequently used in the process of designing the TL Model 2.0.

Following the Delphi Method responses, the designed framework based on Carré's 10 Motivation Factors (see Table 24) was used to categorise the experts' opinions. This included factors such as their evaluation of the effectiveness of the model and suggestions for improvement. Using a deductive approach, key themes were identified from these accumulated data which could be later carried forward to the design process.

5.2 DELPHI METHOD INTERVIEWEE SELECTION

The interviewee selection was based on a variety of specialists in different areas related to Art and adult learning. Invitations to participate were sent to 30 local further and higher education institutes as well as care homes, and 12 initial responses were received. The experts include artists, teachers, care home managers, charity managers, and one education researcher.

There were 12 experts involved in the Delphi Method interview, 7 female and 5 male participants. The identity of the Delphi Method interviewees remained

anonymous throughout the process; however, their areas of expertise are included in the list (see Appendix D for the list of participants).

Male 26 is a retired Art teacher, who has over 20 years' teaching experience in England. Male 27 is a language teacher who has worked in the adult education sector for over 30 years. Male 28 is a community group and a poetry group leader, who has several years' experience of leading group events for older adult learners. Male 29 was a community manager at a community centre in Leicester. He has several years' experience of helping organisations, mostly for older adult participants and people who have physical or mental difficulties. Male 30 is a care home member of staff, who has experience helping to organise all kinds of activities, such as painting, singing, and music events. All the male participants' professional work was based in the Leicester area.

Female 24 is an Art lecturer in the adult education sector, who has over 10 years' experience in Art teaching, and most of her learners are retired. Female 25 is a manager with over 10 years' experience in adult learning and care home management. She is also a qualified Art teacher. Female 26 is a language teacher in the adult education centre sector. She has over 10 years' experience in teaching older adults. However, her classes are typically intergenerational, as she sometimes had different age groups in one class. Female 27 is a university lecturer at De Montfort University, whose subject is learning strategy and education. She has several years' experience of designing and advising educational training. Female 28 is a PhD researcher; whose subject is the psychology of Learning and Education. Female 29 is an Art activity leader who is a qualified Art therapist as well. She has several years' experience as a volunteer organising Art activities in a care home. Female 30 works for a local council organizing Art and well-being classes for older adult learners. All the female participants are based in the Leicester area.

5.3 ROUND 1 QUESTIONS

5.3.1 QUESTION DESIGN

The questions were based on the motivation factors identified from the literature review and modified for the semi-structured interview questions in chapter 4. The 10 questions were based on the Framework of Adult Motivation in Art (FAMA) and it was expected there would be major issues arising around these themes, while the questions were modified to address the Model design focus. Using the Model as the subject, participants were invited to think, and answer questions based on their opinions of the proposed model of teaching and learning.

The reason for focusing on the same motivation categories was to explore the motivation factors that experts saw as most important. The results from analysing the three rounds of questions would influence the direction and design factors to produce the refined version of the teaching and learning Model 2.0.

The Delphi Method sought to analyse educational experts' opinions of the TL Model 1.0. The questions used the same pattern as in earlier data collection tools. However, the questions posed in the Delphi first round aimed to make the respondents aware of the concept of the model and ask them for their feedback on the role of the proposed model in the learning process. The following are the Round 1 questions with a rationale for their use.

Question 1: In what ways would this proposed model of teaching and learning affect learners' motivation to participate in learning in general?

The first question asked the experts how they thought this model might affect their participants' learning from their perspective. They were invited to offer both positive and negative comments and ideas in order to identify the potential strengths, weaknesses and areas for improvement in the proposed version of the Teaching and Learning Model 1.0. They were specifically asked to identify which features of the model they considered would motivate their learners to engage in Art activities, and highlight any aspects they found lacking or inadequate. The learners themselves may not have such an overview of the issues, which meant the experts could offer a different perspective on the issue of what motivates learners to engage in learning in general.

Question 2: In what ways would this proposed model of teaching and learning affect learners' decisions in the beginning to participate in Art activities?

The second question was designed to elicit the experts' opinions on how the model might encourage learners to join Art activities in the first place, in other words how learners who had never participated in such an activity might be motivated to join one. They were asked to identify which features of the model might be beneficial in encouraging learners to become actively engaged in new and different Art activities.

Question 3: In what ways would this proposed model of teaching and learning affect learners' enjoyment when learning?

The third question asked the experts to identify specific features of the model which would impact on learners' sense of enjoyment when taking part in Art activities. This might include skill or task-related satisfaction, a sense of achievement from the work produced, obtaining a qualification or the ability to use their newly acquired skills in other settings. This question may reveal aspects for consideration which the learners themselves had not identified.

Question 4: In what ways would the teaching style be affected by this proposed model of teaching and learning?

The fourth question asked the experts to what extent they felt the role of teachers and course leaders might be affected by the provision offered by the model. They were invited to consider how the model would affect how teachers both teach and interact with the age group identified, along with any implications they perceived for staff training and resourcing. The experts' opinions would be valuable in offering a teacher's or provider's perspective on this issue.

Question 5: In what ways would this proposed model of teaching and learning encourage learners to benefit professionally from learning?

The fifth question invited the experts to comment on how they felt the model might help their learners in choosing which course or level to take and how this might impact on learners' career development or ability to achieve certain qualifications. The perspective offered by the experts might again give more of an overview of this issue in terms of attendance retention and achievement data which they may be able to reflect on when answering this question.

Question 6: In what ways would this proposed model of teaching and learning affect learners' social relationships when learning?

The sixth question invited the experts to comment on how they felt the model might assist older adult learners to socialise through their engagement in the activities, for example by meeting like-minded people and giving them a sense of belonging to a group. This aspect may not be one which the experts are frequently asked to consider, therefore any insights they might offer would be interesting to evaluate.

Question 7: In what ways would this proposed model of teaching and learning encourage learners to take part in other social activities outside of learning?

The seventh question focused on how the experts felt the model might assist older adult learners to increase their sense of belonging to the wider community and encourage them to take part in other activities, including course and voluntary work as well as employment opportunities. Again, the experts may have access to progression data which indicates where learners move onto after completing their courses.

Question 8: In what ways would this proposed model of teaching and learning make it easier or harder for learners to manage their time when learning?

The eighth question invited the experts to identify ways in which the model might help learners to organise their daily active lives or escape routine if they felt this was beneficial. This aspect may not be one which the experts are frequently asked to consider, therefore any insights they might offer would be interesting to evaluate.

Question 9: In what ways would this proposed model of teaching and learning affect learners' physical or mental health when learning?

The ninth question asked the experts to give their insights into how they felt the model might help promote the physical and mental well-being of their learners through the proposed activities and collaborative courses it would offer. The perspective of the experts was particularly valuable in this question as they have a clear understanding of the physical and mental health benefits older adults gain from taking part in educational activities and may be able to offer fresh insights into these issues.

Question 10: In what ways would this proposed model of teaching and learning make it easier or harder for learners to participate in the activities?

The tenth question sought further understanding from the experts' perspective of any potential barriers to learning which older adults might face and to what extent the model might help to overcome some or all of these barriers. The perspective of the experts was particularly valuable in this question as they have a clear understanding of the issues and barriers facing older adults and may be able to offer fresh insights into these issues.

5.3.2 DATA COLLECTION AND ANALYSIS

The feedback provided by the panel of experts was analysed and collated to show positive and negative opinions on TL Model 1.0. The coding system based on the framework (FAMA) was applied as in section 4.3 for the semi-structured interviews.

Motivational factor 1: Learners' Attitude to Learning in General

The experts evaluating TL Model 1.0 expressed a positive attitude to the idea that it is an information centre containing information in one place. Male 26 felt that: "The Model provides a place to go and a class to arrange their time. It's like a shop when they need something, they can find something to learn." They also felt that peer learning can improve learners' motivation but did not put pressure on

learners to perform well or for their future career. One negative impact on learning motivation is that learners may react negatively to collaborative learning.

Key themes

Positive

1. TL Model 1.0 contains information in one place
2. Peer learning can improve learning motivation
3. TL Model 1.0 does not put pressure on learners to perform

Negative

1. Some older adult learners may have a negative attitude to collaborative learning

Motivational factor 2: Personal Motivation to Specific Art Activities

The experts suggest that TL Model 1.0 can provide more efficient learning in the arts and by giving clear information and improve learners' self-efficiency. The experts also mentioned that the TL Model 1.0 could provide a positive learning experience in Art activities because of the positive environment, and learners use this to express their inner feelings. Male 30 said: "Art can easily stimulate them to learn. The Model is the source of information that may increase their interest to learn Art." The negative side of this model is that it only focuses on Art activities, and some learners may not like Art. Furthermore, it may not provide enough information for some learners.

Key themes

Positive

1. TL Model 1.0 provides clear information leading to self-efficiency learning in Art and a sense of achievement
2. TL Model 1.0 gives a positive learning experience in Art activities
3. TL Model 1.0 provides opportunities to express inner feelings

Negative

1. The TL Model 1.0 may provide insufficient information

Motivational factor 3: Personal Enjoyment from Specific Art Activities

The experts felt that the model can provide learners with a sense of achievement by attending Art activities as they can see their products at the end of the sessions. A lack of a showcase may deter learners. Moreover, the experts also mentioned that the model could provide good facilities to support suitable classes for different levels of learners. Female 24 felt that: "Finding a more suitable course should improve their enjoyment and likelihood of re-joining a course or class." One negative aspect is that the learners may not enjoy doing Art and the tutors may not be suitable for teaching older adult learners.

Key themes

Positive

1. TL Model 1.0 provides a sense of achievement and a self-actualisation
2. TL Model 1.0 provides good facilities
3. TL Model 1.0 provides a suitable class to increase enjoyment in an informal setting

Negative

1. Some older adult learners may get depressed with Art as they do not enjoy it
2. Some tutors may be unsuitable for teaching this age group
3. The TL Model 1.0 lacks a showcase

Motivational factor 4: Teacher's Role in Motivating Learners

The experts felt that the model can increase collaborative learning by providing opportunities by teachers. Male 28 said that: "It encourages flexibility and feedback from older adult learners to improve their learning." Also, the experts mentioned that the model can help teachers to be more flexible in their teaching by providing flexible plans and support. Female 27 also commented that: "The teacher should be a good listener of students' needs, be open and honest, interested in students' progress, while building their confidence."

The experts suggest that the model can give full support for teachers to focus on teaching and avoid unnecessary paperwork. The negative side of this category is that the experts mentioned that the teachers may not feel committed to further training and are unfamiliar with settings for older adult learners, and also the learners may not feel comfortable with different teaching styles from tutors.

Key themes

Positive

1. TL Model 1.0 enables flexibility of teaching
2. TL Model 1.0 increases opportunities for collaborative learning
3. TL Model 1.0 enables teachers to focus more on teaching

Negative

1. The teacher may feel uncomfortable for students to be involved in planning
2. Teachers may not feel committed to or may be unfamiliar with the setting
3. Teachers may require further training to deal with older adult learners
4. Older adult learners may not feel comfortable with tutors

Motivational factor 5: Work-related Skills or Qualifications

The experts suggested that the model can provide information for qualifications if learners need this. They also mentioned that the model can offer chances to develop new skills and for personal development. Male 29 stated that: “The model is a database, and it puts people together. It’s needs-based, and a kind of sign post for professional development.” The negative side of this category is that the experts mentioned that the learning activity might be too professional and is not helpful, particularly for retired people and occasional learners.

Key themes

Positive

1. TL Model 1.0 provides information for qualifications and personal development
2. TL Model 1.0 offers chance to develop new skills
3. TL Model 1.0 offers personal development, confidence and self-respect

Negative

1. The learning activity may not be helpful for retired people
2. TL Model 1.0 may be viewed as too professional by more “casual” older adult learners

Motivational factor 6: Socialising

The experts suggest that the model provides a chance to socialise and share ideas with peer learners. They also mentioned that the model can encourage learners to actively learn from like-minded people and apply group activities in a collaborative way. Female 28 felt that: “It may expose them to a greater variety of people than if

they chose courses only from traditional ways.” The negative side of this category is that the experts think that the group activities provided by the model may not be suitable for all learners as they are unfamiliar with group activities, and some learners may prefer solitary learning.

Key themes

Positive

1. TL Model 1.0 helps older adult learners to socialise in a positive way, interact and share ideas
2. TL Model 1.0 encourages older adult learners to actively learn from like-minded people
3. TL Model 1.0 encourages older adult learners to approach group activities in a collaborative way

Negative

1. Older adult learners may be unfamiliar with the group or dislike intergenerational activities
2. Some learners may prefer solitary learning

Motivational factor 7: Participation in Wider Social Activities

The experts suggest that the model provides chances for learners to join in wider participation activities and meet new groups. Female 30 stated that: “Art helps students to expand their relationships to other groups of people.” They also think that joint activities may encourage learners to participate with different age groups.

Key themes

Positive

1. TL Model 1.0 encourages older adult learners to join in wider participation activities or new groups

Motivational factor 8: Creating Time for Learners' Own Priorities

The experts felt that the model enables learners to improve their time management and give them a purpose or structure to focus on in their daily lives. However, two of the experts felt that some older adult learners may be confused by too much choice. For instance, Male 27 and Male 28 felt that: "Too much choice could cause a dilemma, and this may lead to them wasting time."

Key themes

Positive

1. TL Model 1.0 enables learners to improve their time management and awareness of their own sense of purpose
2. TL Model 1.0 gives learners a purpose or structure to focus on

Negative

1. There may be too much choice for older adult learners
2. Teachers and older adult learners may find it difficult to arrange a suitable time for both to meet
3. TL Model 1.0 may not help in organising daily routine

Motivational factor 9: Health Benefits

The experts suggest that the model enables learners to engage in social interaction and through their positive interactions, the learners can build up a positive experience through their learning. Through doing Art activities, the

learners will be able to practice physical exercise. Female 25 said that: “The TL Model 1.0 will improve their health. Motivating them to do something and giving them a challenge. For people who have mental problems, Art could give them motivation to learn more and curiosity. To light up their learning motivation.” Furthermore Female 29 felt that: “It could be a kind of Art therapy and it helps to stimulate their mind, which is great.”

Key themes

Positive

1. TL Model 1.0 provides physical exercise, for example, through painting.
2. TL Model 1.0 enables learners to engage in social interaction and companionship.
3. TL Model 1.0 provides a sense of achievement and positive experiences.

Motivational factor 10: Barriers to Learning and Support for Learners

The experts suggest that the model would provide partnerships with the local community venues and inclusive opportunities and an environment to participate in an intergenerational approach to learning. Female 26 said the TL Model 1.0 might provide “A more suitable course might be nearer to their home, or more accessible for them in terms of cost, opening times and disability access.” The negative side of this category is that the experts think that the model may not always provide an accessible place and suitable time for everyone who needs it.

Key themes

Positive

1. TL Model 1.0 provides local community venues and more chances to participate in learning

2. TL Model 1.0 support partnerships and an intergenerational approach to learning
3. TL Model 1.0 provides inclusive opportunities in an environment of well-being designed to suit older adult learners

Negative

1. TL Model 1.0 may not always provide a suitable level of activities
2. TL Model 1.0 may not always provide a suitable time for activities

5.4 ROUND 2 QUESTIONS

This section describes the process of question design and data collection in order to identify where consensus lies on each motivation factor, thereby refining the focus of the research.

5.4.1 QUESTION DESIGN

The section describes the process of question design and data collection. After the process of ranking Round 1 questions, the Round 2 questions were based on the highest-ranking factor to design the Round 2 interview question. The Round 2 questions included a measurement using the Likert scale method, which measured the level of agreement in the experts' opinions. After collecting the data from the Likert scale measurement, the mode was calculated based on the data obtained. The mode is the value with the highest number of occurrences in a data set.

In Round 2 questions, there are five levels of agreement, used in the Likert scale, ranking from 1 (strongly disagree) to 5 (strongly agree). In between there are "disagree", "neither agree nor disagree", and "agree". There are 10 questions, and

each question has positive and negative themes, which were all analysed by applying the Mode. Only questions seven and nine had no negative themes from the feedback of the Round one interview question.

The following figure provides an example of how the Round 2 ranking questions were devised (see Appendix E).

Motivation Factor 1: Learners' attitude to learning in general

Round 2 Question 1: The TL Model 1.0 contains information in one place, therefore it would have a positive impact on older adult learners' attitude to learning in general. To what extent do you agree with this statement?

1= strongly disagree	2= disagree	3= neither agree nor disagree	4= agree	5= strongly agree

Round 2 Question 2: The TL Model 1.0 proposes a new way of learning together, which may cause older adult learners to resist such change. To what extent do you agree with this statement?

1= strongly disagree	2= disagree	3= neither agree nor disagree	4= agree	5= strongly agree

Figure 25: Example of Round 2 question

5.4.2 DATA COLLECTION AND ANALYSIS

The data of the Round 2 interview questions provided comprised ordinal data based on the ranking scale, which means the data are not normally distributed, or have heterogeneous variance. Therefore, in this research, the data for each question were analysed using the Mode to show the most frequently chosen answers, therefore representing the consensus of opinion, and discussed with comparison before each question. In this section, the questions are discussed one by one in order to show the statistical results based on the individual responses

from the 12 members of the Delphi panel. The figures below each motivation factor indicate the mode for each factor. Please note M (male) and F (female) with the anonymized number of the relevant member.

Motivational factor 1: Learners' Attitude to Learning in General (Question 1)

For the first question, “the impact of the model on positive attitude to learning in general”, the results show that the mode was 4 “agree”, which means there was a large degree of agreement with the statement about the importance of the model containing information in one place. Therefore, this aspect of the model can be carried forward as significant.

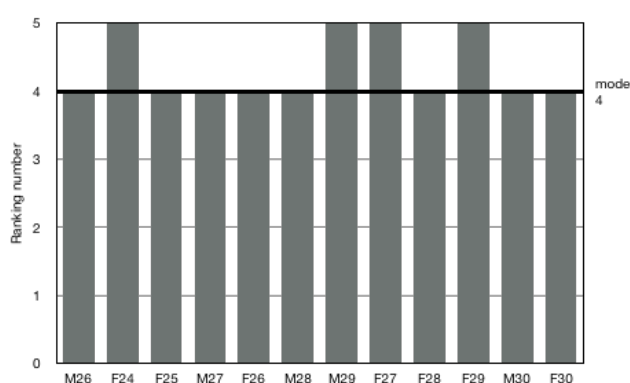


Figure 26: Round 2 ranking results from motivational factor 1 (positive)

Question 1 also had a negative perspective seeking experts' views on whether the impact of the model would cause a negative attitude among learners. The results show that the mode was 2 “disagree”, therefore the experts mostly disagreed with the statement that intergenerational learning, as proposed by the model, would cause older adult learners to resist such change.

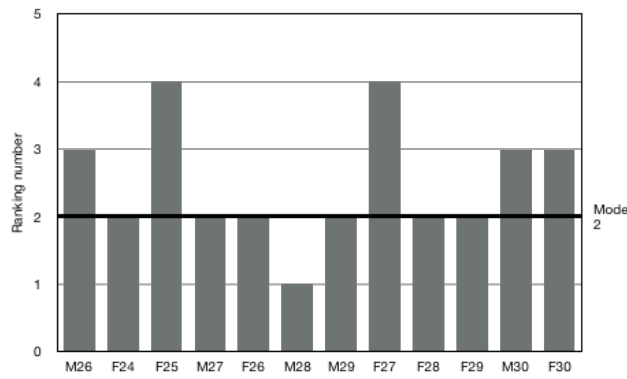


Figure 27: Round 2 ranking results from motivational factor 1 (negative)

Motivational factor 2: Personal Motivation to Specific Art Activities (Question 2)

For the second question, “the impact of the model on personal motivation to join specific Art activities”, on the positive side, the mode was 4 “agree”, which shows that most experts agreed that the model gives a clear information focus on Art activities and would therefore have a positive impact on learners’ motivation to join specific Art activities.

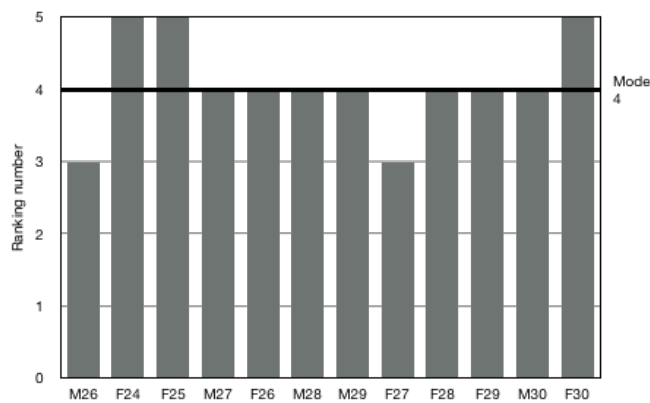


Figure 28: Round 2 ranking results from motivational factor 2 (positive)

On the negative side, the mode was 4 “agree”, which shows that most experts agreed with the statement that the model may provide insufficient information, which may cause learners to avoid using its service.

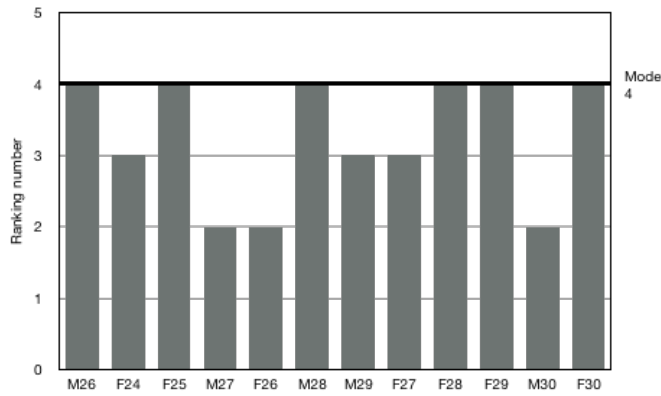


Figure 29: Round 2 ranking results from motivational factor 2 (negative)

Motivational factor 3: Personal Enjoyment from Specific Art Activities (Question 3)

For the third question, from the positive themes of “the impact of the model on personal enjoyment gained from doing art activities”, the results show that the mode was 4 “agree”, which means there was a large degree of agreement on this issue that the model provides suitable opportunities for personal enjoyment, which in turn would have a positive impact on their learning, and sense of achievement or self-actualisation.

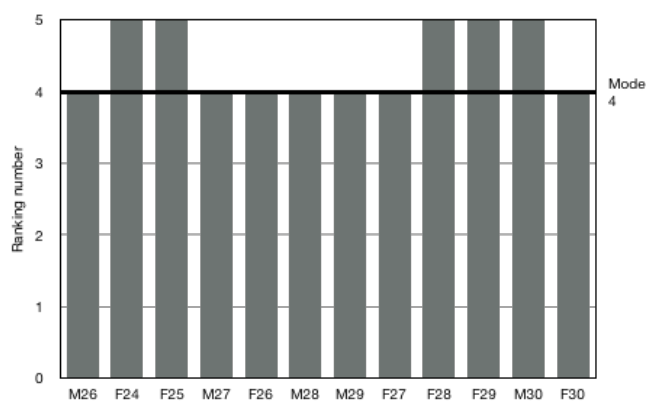


Figure 30: Round 2 ranking results from motivational factor 3 (positive)

From the negative aspect, the results show that the mode was 4 “agree”, which shows that most experts agreed with the statement that the model lacks a showcase, which may deter older adult learners from using its service. Therefore, this may be carried forward as an issue for consideration in the refined model design.

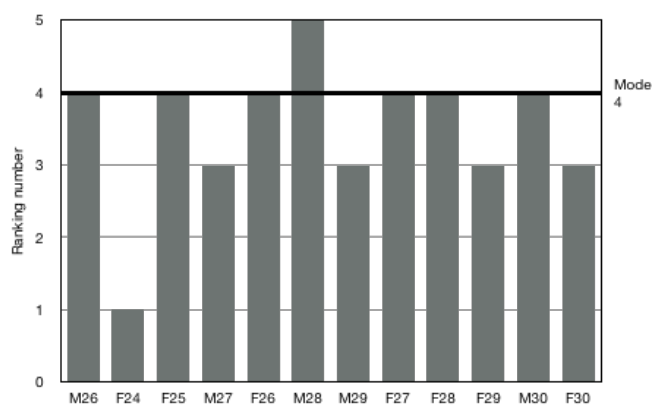


Figure 31: Round 2 ranking results from motivational factor 3 (negative)

Motivational factor 4: Teacher's Role in Motivating Learners (Question 4)

For the fourth question, on the positive themes of “the impact of the model on teachers’ role”, the results show that the mode was 4 “agree”, which means there was a large level of agreement on this factor that the model enables flexibility of teaching, which in turn would be positive for both older adult learners and teachers.

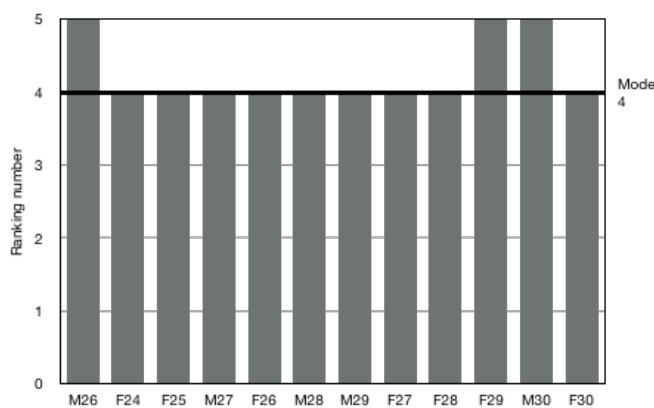


Figure 32: Round 2 ranking results from motivational factor 4 (positive)

The results for the negative themes, show that the mode was 4 “agree”, which shows that most experts agreed that the teacher may feel uncomfortable for learners to be involved in planning, which may impact negatively on their attitude to teaching. This aspect may also impact on designs for the refined TL Model 2.0.

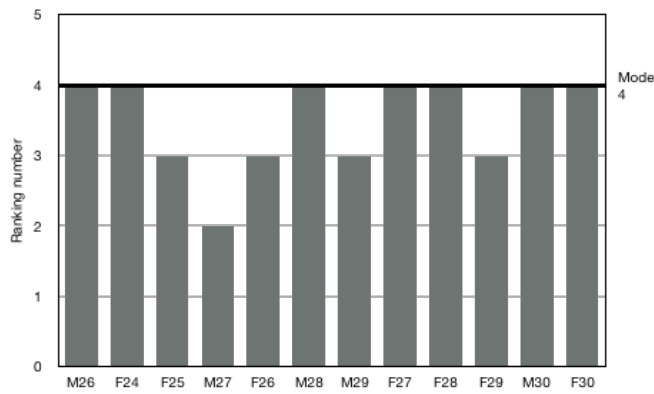


Figure 33: Round 2 ranking results from motivational factor 4 (negative)

Motivational factor 5: Work-related Skills or Qualifications (Question 5)

For question five, on the positive theme of “the impact of the model on helping learners with work-related skills improvement or qualifications”, the results show that the mode was 4 “agree”, which means there was a high degree of agreement with the statement that “the model offers personal development through Art activities, which may offer older adult learners more opportunities for professional development”.

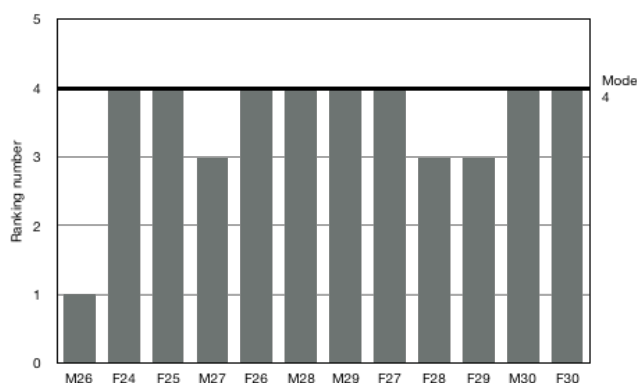


Figure 34: Round 2 ranking results from motivational factor 5 (positive)

On the other hand, the results for the negative themes show that the mode was 3 “neither agree nor disagree”, which shows that most experts have a neutral attitude to the factor that the model may not fully cater for different age groups, which may deter older adult learners from using the service, so this may not be of significance in the model 2.0 design.

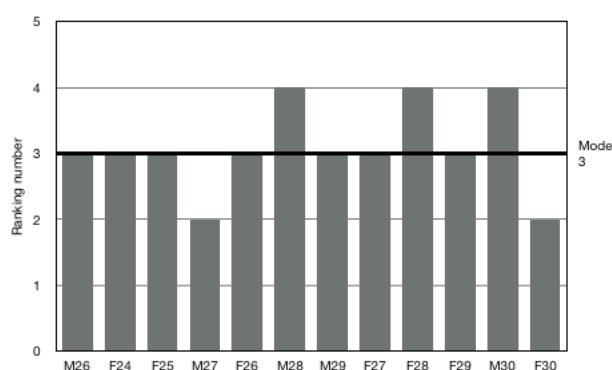


Figure 35: Round 2 ranking results from motivational factor 5 (negative)

Motivational factor 6: Socialising (Question 6)

For question six, the results for the positive themes of “the impact of the model and helping learners develop social relationships” show that there was 4 “agree”, which means there was quite a high level of agreement on the statement that the model helps learners socialise. This might encourage older adult learners to participate in learning activities, and most experts agree that the model would help learners’ social life.

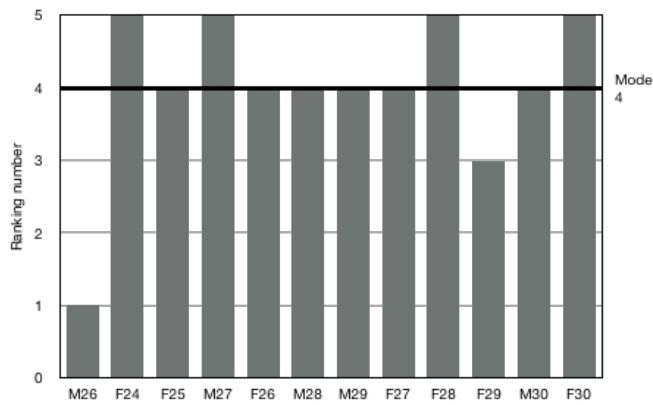


Figure 36: Round 2 ranking results from motivational factor 6 (positive)

The results of the same question on the negative themes show that the mode was 2 “disagree”, therefore most experts disagree that older adults may have issues with intergenerational activities, which may cause them to resist such change. In other words, most experts would expect to have more intergenerational learning in this model, therefore this may be a characteristic of the proposed TL Model 2.0.

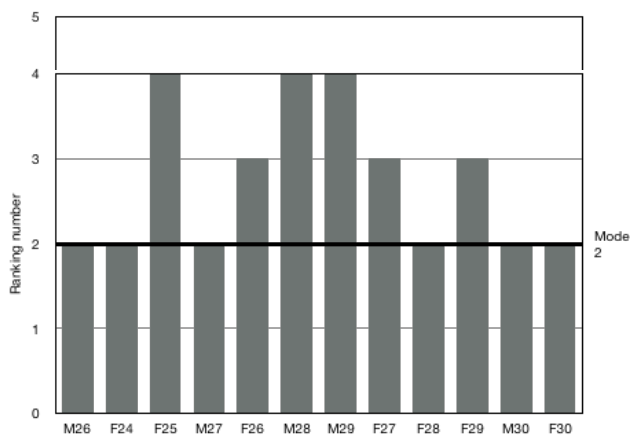


Figure 37: Round 2 ranking results from motivational factor 6 (negative)

Motivational factor 7: Participation in Wider Social Activities (Question 7)

For question seven, the outcomes from the positive themes of “the impact of the model of enabling learners to participate in wider social activities”, the mode was 4 “agree”, which means the majority of the experts largely agreed that the model enhances awareness of opportunities for older adult learners to participate in wider social activities. There was no negative theme in question seven. The TL Model 2.0 design should take this factor into consideration.

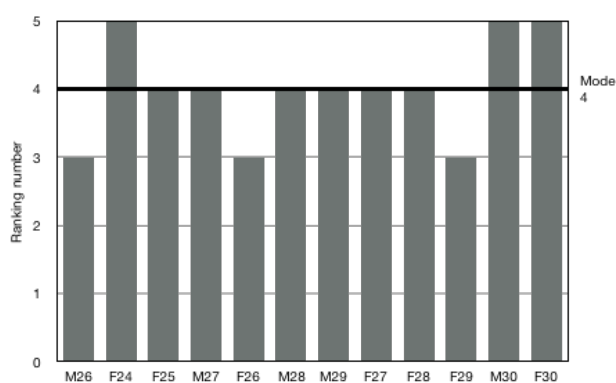


Figure 38: Round 2 ranking results from motivational factor 7 (positive)

Motivational factor 8: Creating Time for Learners' Own Priorities (Question 8)

For question eight “the impact of the model on enabling learners to create time for themselves”, the results from the experts’ ranking questions show that the mode was 4 “agree”, which means the experts agreed with the statement that the model enables learners to spend time well and fit the activities into their daily routine, which in turn would enable them to create time for themselves. However, there was quite a wide range of responses to this question.

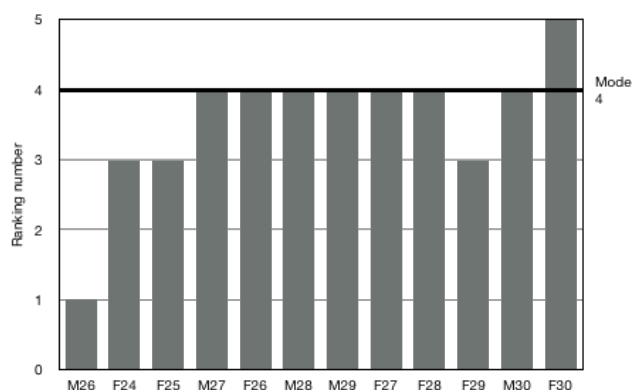


Figure 39: Round 2 ranking results from motivational factor 8 (positive)

On the negative aspects of this question, the results show that the mode was 2 “disagree”, which means the majority of the experts disagreed with the statement that the model may provide too much choice and be confusing, therefore deterring older adult learners from participating in its service. The TL Model 2.0 design should make sure that information is presented in a clear concise way, giving potential learners the information, they need to make the right choices in a convenient and timely manner in a convenient and timely manner.

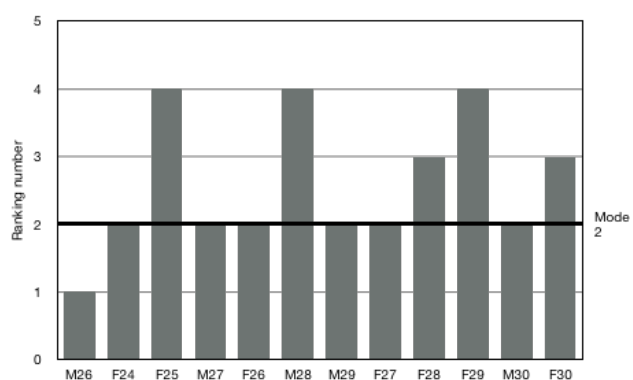


Figure 40: Round 2 ranking results from motivational factor 8 (negative)

Motivational factor 9: Health Benefits (Question 9)

For question nine, the outcome from the ranking questions of the positive themes of “the impact of the model on providing learners with health benefits” the mode was 4 “agree”, which means the majority of the experts agreed that the model enables learners to stay active physically and mentally.

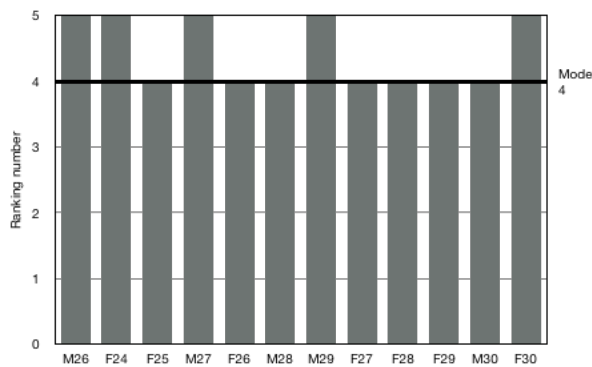


Figure 41: Round 2 ranking results from motivational factor 9 (positive)

Motivational factor 10: Barriers to Learning and Support for Learners (Question 10)

Question ten asked about the impact of the model on support for learning and barriers to learning, and the results show that the mode was 4 “agree”, which means most experts agreed with regard to the statement that the model provides the right direction and information, thus removing any barriers to learning. However, there was a wide range of experts’ responses to this question.

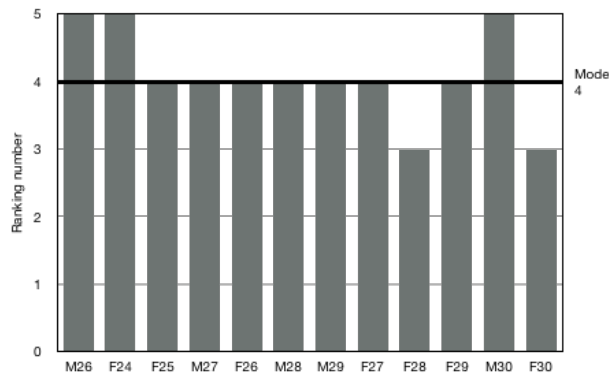


Figure 42: Round 2 ranking results from motivational factor 10 (positive)

On the other hand, the negative themes ranking results show that the mode was 3 “neither agree nor disagree”, which means the expert consensus was neutral with regard to the statement that the model may not always provide a suitable level of activities, thus deterring older adult learners from participation in its service. This factor is therefore not significant for the TL Model 2.0 model design.

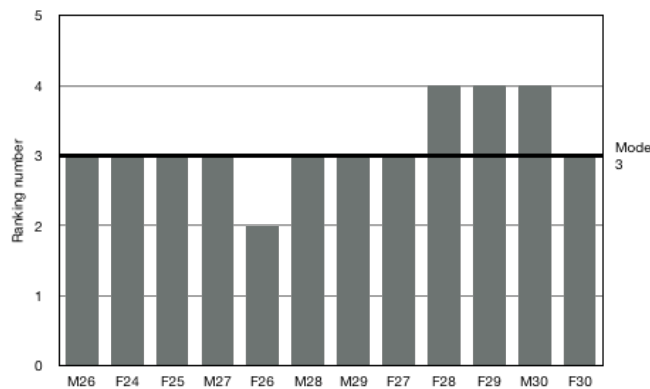


Figure 43: Round 2 ranking results from motivational factor 10 (negative)

After analysing the statistical results for the 10 questions, the interpretations of each question are discussed below. From the results of the round 2 interview question, 12 subject experts in the Delphi interviews all agreed with the statement that it is important that the model contains information in one place,

and it has a positive impact on learners' learning attitude in general. A negative attitude between learners has a profound negative impact on learning.

In the category of the impact of the model on personal motivation to join specific Art activities, experts think that the way that the model gives clear information which focuses on art activities is vital to learners to maintain their personal interests and motivation in the first place. Therefore, clear focus on subjects and information clearly displayed will have a positive impact on learning. Experts mentioned that insufficient information will have a bad impact on learners' learning experiences.

Experts agreed that the learners' personal enjoyment from doing Art activities is influenced by the opportunities which the model provides. The quality of opportunities is important to learners from different levels of background. Therefore, it is important for the model to be designed to provide suitable opportunities to all learners according to their ability and interests. Experts found that it is difficult to increase learners' personal enjoyment from Art activities in a class, because most group leaders or teachers are busy delivering knowledge and skills, therefore there is little time for teachers to feel and detect learners' emotions during the class. Consequently, experts believed that learners' personal enjoyment is something that they cannot manage to help. However, experts agreed that the model is lacking a showcase for learners to display and share their Art work, which is important for learners to have the experiences of sharing ideas and receiving feedback.

In the category of the teacher's role, experts describe how the model design has a positive impact on enabling the flexibility of teaching, because in the formal education system, there is very little flexibility for teachers to deliver knowledge and skills. The negative impact of a non-flexible style is that the teacher would spend most of the time trying to fit in the existing teaching structure and have

very little time left to actually help learners' needs. From the learners' point of view, there is very little space for them to discuss their needs with teachers, and eventually learners will lose their interest in participating in learning. However, there is one thing that experts are worried about, teachers might feel uncomfortable planning their teaching strategy and structure with the learners, as there is a sense of fear of losing control of a group or a class.

On the impact of the model and helping learners with work-related skills improvement, experts agreed that the model offers personal development through the Art activities they designed, because the model offers a structure that enables learners to have advanced courses in order to help them if they are willing to develop professional skills. The model design includes providing training and information for teachers, so that they can inform learners based on their levels and needs. However, there is a difficulty for different age groups, or an intergenerational class, which is the model may not fully cater for the learners from different age groups, in terms of providing information and suitable levels. Also, experts agreed that Art activities are more about leisure learning for the group aged over 50, therefore, experts would expect very few people to develop their skills through Art activities as a professional skill.

In the category of the impact of the model on helping learners develop social relationships, the results show that experts agreed that the model design is helpful for learners to socialise more and provides them with more opportunities to meet other like-minded people. However, some experts have the concern that older adult learners may have issues with intergenerational activities. One of the purposes of this model design is to use different resources including intergenerational learning activities, which can improve the quality of communication between different generations and stimulate learners' brains by exchanging ideas. However, sometimes the communication gap between different generations is the issue that could decrease older adults' learning motivation. On

the impact of this model on enabling learners to participate in wider social activities, the result show that the experts agree that the model can help enhance awareness of opportunities to participate in wider social activities outside of class, because the model provides opportunities for advanced learning and intergenerational learning. Therefore, the providers and teachers would need to be aware of the necessity to prepare more information for learners according to their levels and abilities.

On the impact of the model on enabling learners to create time for themselves, the experts agreed that the model design could help learners to spend time well and fit the activity into their daily routine. The model provides course information from different providers and also helps them to design courses. Therefore, the model can help providers to design courses which are suitable for older adult learners and more flexible for their needs, such as offering flexible timetable and convenient location. For older adult learners, having a regular timetable for them to change their environment and escape from daily responsibility for work or family will help decrease mental and physical issues, such as loneliness, depression, dementia and so on. For the purpose of helping older adult learners to manage and plan their time, the model design also helps providers and teachers to have clear aims and objectives to design a suitable course for older adult learners.

The results from the category about “the impact of the model on providing learners with health benefits” shows that the experts agreed that the model design enables learners to stay active physically and mentally. The model uses Art activities as a tool to organise courses for older adult learners, in order to use creativity to stimulate their brains and use the channel of Art which involves working with the hands, which also helps learners to stay active physically.

From the results of “the impact of the model on support for and barriers to learning”, the experts agreed that the model provides accurate and suitable information for older adult learners. The process and purpose of learning gradually changes for different age groups. Therefore, the age group aged over 50 need different information and course design for learning. The model design has a clear purpose which involves using Art activities as a tool to design suitable courses for older adults. However, there are some barriers that the experts identified, which is the model may not always provide suitable places and a suitable level of activities. The concerns that the experts have include a lack of suitable places for disabled-friendly needs or specific design for Art. Having the proper learning environment for older adults includes having government financial support and to increase the public awareness of service availability, which might require a long process to accomplish. The other issue is the difficulty of finding a suitable level of activities for different stages of adult learning. This process needs professional staff to have a proper understanding of the learners’ level and what they want to achieve. The gap between the initial level of learners and the expectations they have for the course is the information that the professional staff and teachers need to be aware of in order to provide better suggestions for older adults’ learning plans.

5.5 ROUND 3 QUESTIONS

The results of the Round 2 questions were used to design the Round 3 questions. In this section, the rationale of question design and the process of data analysis are demonstrated.

5.5.1 QUESTION DESIGN

The design of each Round 3 question was laid out in two parts. The first provided a statement summarising Round 2 while the other asked the experts to respond to the open question. From the feedback of the Round 2 questions, the data was statistically analysed and the most consensual statement was used to design the Round 3 questions. These were composed of open questions asking the experts' comments on the most consensual statement from the Round 2 interview question.

After collecting the comments from the Round 3 interview questions, the data was analysed into themes, which were the most important factors according to the experts, and which were used to design and refine TL Model 1.0 into TL Model 2.0.

From the answers to the interview questions, several themes emerged from the results of the Delphi Round 2 questions. These were grouped into ten categories and divided into positive and negative factors. The following is an example of how Round 2 ranking questions were used to design the Round 3 open questions (see Appendix E).

Motivation Factor 1: Learners' attitude to learning in general

Round 2 Question 1: The TL Model 1.0 contains information in one place, therefore it would have a positive impact on older adult learners' attitude to learning in general. To what extent do you agree with this statement?

1= strongly disagree	2= disagree	3= neither agree nor disagree	4= agree	5= strongly agree

Round 2 Question 2: The TL Model 1.0 proposes a new way of learning together, which may cause older adult learners to resist such change. To what extent do you agree with this statement?

1= strongly disagree	2= disagree	3= neither agree nor disagree	4= agree	5= strongly agree

Round 3 Question: None necessary as the group clearly agreed that it is an important theme that the TL Model 1.0 contains information in one place.

Please feel free to add any comments if you wish.

Figure 44: Example Round 2 and 3 questions

5.5.2 DATA COLLECTION AND ANALYSIS

There are a set of open questions in the Delphi Method Round 3 interview procedure. This section aimed to discover if the experts could suggest any ideas that would help the model support learners or could warn of any possible negative impact from the adoption of such a Model.

Motivational factor 1: Learners' Attitude to Learning in General

The first category analysed the impact of the proposed model and positive attitude to learning in general. The experts described their attitude to the proposed model saying they felt it would be easy for learners to find all the information in one place, and it would be very helpful if they could categorise the information clearly.

Experts feel that the model could help learners to exchange information and feel comfortable, and confident enough to join different groups in a friendly environment which the model should provide.

Experts said that the environment and atmosphere that the teacher can provide is crucial for learners' learning. Therefore, providing a friendly environment to encourage learners to join different groups is helpful. They warned of a possible negative impact if staff or classmates had a negative attitude. Experts also expected the providers to have friendly teachers and staff and encourage learners to attend.

Motivational factor 2: Personal Motivation to Specific Art Activities

In the second category, the feedback shows that experts feel that learners want to have accurate information which is easily accessed and supported by well-trained staff. Experts said that the information for Art activities would be helpful for encouraging adult learners to join in. They warned that insufficient information might confuse learners' decisions. Therefore, it is important to provide sufficient and relevant information about Art activities.

Motivational factor 3: Personal Enjoyment from Specific Art Activities

In the third category, with regard to the impact of the model on personal motivation to join specific Art activities, experts agreed that it is vital for the model to provide suitable opportunities for learners from different situations. Experts mentioned that the model lacked a showcase for displaying learners' work. They also expect the model to provide opportunities to share ideas and supportive feelings, such as a showcase or a platform. Therefore, the experts felt it was important to include a display of learners' work and make the information clear about Art activities and courses they have developed. Experts also mention

that a showcase could be an informative advertisement that would be really helpful for persuading them to come to classes.

Motivational factor 4: Teacher's Role in Motivating Learners

In the fourth category, the impact of the teacher's role is crucial for learners' learning. Themes emerged that describe how experts feel about the teacher's role. Experts expect the model to provide useful information for teachers, and to enable flexibility of teaching.

Experts described that learners also want to participate in planning their learning journey, instead of just accepting the course design and forgetting that they have the right to create a strategy to help themselves. Therefore, the model provides an opportunity for teachers and learners to enjoy discovering new ideas of learning. However, the negative side of involving learners in planning the course is that teachers may have a different attitude to learners being involved in planning the course.

Motivational factor 5: Work-related Skills or Qualifications

In the fifth category, experts expect the model to offer personal development through Art activities. There are themes about the impact of the model on helping the learners to develop work-related skills and qualifications. Experts mentioned that teachers play an important role in increasing learner creativity and building up their professional skills, and it is better if the model can offer learners skills improvement at work if they need it. However, in the age group over 50 of this research, the motivation of work-related learning is relatively lower than for younger learners.

Some experts expressed the view that learners feel that Art is mostly learning for pleasure, which is not related to work. Some experts also mentioned that for some learners, enjoyment is less important as long as they can learn new skills.

The model would encourage learners and teachers to have more intergenerational learning activities, because if both sides can cooperate with each other they will make intergenerational learning more accessible. There was one negative feedback point from the experts. Some experts think that intergenerational activities could be quite difficult, which is due to the different understanding of a wide range of age groups, and some learners prefer to learn with their own age group.

This service is dependent on technology and human resources, such as face-to-face services and well-trained staff to personalise learners' learning. This model tries to develop a way of learning that includes different age groups, and personalises the learning process in order to make the most of education.

Motivational factor 6: Socialising

In the sixth category, the model is expected to provide more opportunities for learners to socialise. From the social perspective, experts said that the impact of the model on developing learners' social activities is important. Experts suggested that the model could help learners to be more sociable and encourage them to actively learn from each other by providing social opportunities. Experts said that learners use Art to develop their creativity and share with their

classmates, which also increases the feeling of being supported by group members giving a sense of belonging. Some experts felt the model would enable learners to have the opportunity to do intergenerational activities, which helps them increase their opportunities to socialise.

Motivational factor 7: Participation in Wider Social Activities

In this category, the experts suggested that wider social participation is important for older adult learners for their quality of learning. By providing opportunities for learners to engage in new activities with wider participation, they would be able to feel the benefit of joint activities and involve themselves in them. The model could provide information about all these options. Furthermore, joining a new activity and interacting with other different groups has a benefit for their motivation and participation.

Motivational factor 8: Creating Time for Learners' Own Priorities

In the eighth category, after reaching the age of retirement, experts expressed that learners have time on their hands, and some of them may want to use the model to arrange and manage their time. Experts expected the model could provide a new way of planning time, and also provide good advice to help learners manage their time for learning and bring balance into their daily routine. However, too much information would be confusing, therefore it is better to avoid a confusing range of choices.

Motivational factor 9: Health Benefits

In the ninth category, since experts expected that the model will help learners to stimulate their brains through learning, they want the model to help them improve their mental health by interacting with other people. They expect that Art activities could give learners the opportunities to improve their mobility, thereby improving their physical health.

Motivational factor 10: Barriers to Learning and Support for Learners

In the tenth category, there are positive themes, including the need to provide experienced staff and suitable opportunities for learners, as well as providing and developing new ideas and exploring learners' interests. The results show that the model would provide learners with various programmes that would aid the choosing of a suitable direction for their learners' journey. The experts said that it is important for learners to have more choices, and to have opportunities to find a suitable level for them to start; on the other hand, they can expect eventually to upgrade to the next level. Therefore, the experts said that the model should provide various programmes which will increase learners' choices of learning direction and levels.

Through being provided with different programmes and choices, learners will gain more self-esteem, not just from the course they attend, but also the hope that they can do more and do better if they want to. This is a clear indicator to show the power of believing in and trusting what they can achieve.

Experts think that one of the barriers that could occur in this model is that the model may not be able to provide a suitable level and venue for learners from different backgrounds. They also mentioned that unsuitable subjects could distract learners from their focus on their activities, that could also make the information more confusing.

Experts mentioned that if the model focused on providing advice and guidance based on learners' needs it would be quite helpful, but any such information must be clearly displayed and easily accessible.

5.6 RESULTS IMPACT ON TEACHING AND LEARNING MODEL 2.0 DESIGN

The results from Delphi Method Round 3 questions were used to design TL Model 2.0. This section discusses the themes that were found important to improve TL Model 1.0 and develop it into TL Model 2.0. The responses to the Round 3 questions were analysed into motivational factors, from which key themes were extracted.

Motivational factor 1: Learners' Attitude to Learning in General

The experts suggested that the Collaborative Information Centre (CIC) in the model should be supported by friendly staff, in order to encourage older adult learners to get involved in the learning environment more easily. Female 30 expressed the view that: "Most elderly people do not have enough confidence, and the model should set an example by making the information more visible and accessible, which would be a big step."

The experts agreed that it is important for the model to provide clear and attractive advertising information in order to attract learners to join in. The experts also said that it is desirable to provide training for teachers to have a positive attitude to creating a friendly atmosphere in the learning environment. Both teachers and learners will benefit from the interactive intergenerational teaching and learning approach. From the interview results, the experts also suggested that experienced staff can help older adult learners to enjoy the learning journey without distraction from negative past experiences or emotions.

Key themes

1. provide all the information in one place
2. provide training for staff to have appropriate attitude towards older adult learners

3. provide a friendly environment

Motivational factor 2: Personal Motivation to Specific Art Activities

The experts suggested that it is helpful to learners to be provided with accurate and easy to access information by experienced staff. It will decrease the confusion of learners due to difficulty in finding information. The experts expressed that it is not just important to put the information all in one place but also categorise it in an organised way, which is will make the process of finding information more efficient. Male 30 said that older adult learners “will know where the opportunities are and what they can do.” The experts also expressed that the model should provide sufficient information about Art activities, well-structured and precisely related to Art.

Key themes

1. provide accurate and easy to access information by experienced staff
2. it should provide sufficient information for Art activities

Motivational factor 3: Personal Enjoyment from Specific Art Activities

For learning Art activities, through the experts’ interviews, it emerged that learners and teachers would be more likely to have a better sense of achievement by providing them with a professional showcase for their work, which would display their work in a simple and clear way. Female 24 felt that: “Learners can have a chance to enjoy interaction with others through the showcase.”

Key themes

1. provide suitable opportunities to contribute to and share with Art activities
2. provide a professional but simple and clear showcase of learners’ and teachers’ work

Motivational factor 4: Teacher's Role in Motivating Learners

The experts expressed the view that the model provides opportunities for teachers and older adult learners to discover new ideas in learning. Male 27 felt that: "The model would help teachers and students when learning and encourage the sharing of important skills." The experts suggested that the model should involve learners in the planning of courses.

Key themes

1. provide information and training for teachers
2. involve learners in planning courses
3. provide an opportunity to enjoy discovering new ideas of learning

Motivational factor 5: Work-related Skills or Qualifications

The experts also pointed out that the model should provide an environment for teachers and older adult learners to exchange ideas and improve their creativity. The enjoyment of learning is essential for the process, and it also provides the chance to improve learners' learning motivation. The experts expressed the opinion that it is ideal for the model to provide Art activities. The experts think that creating Art will provide personal enjoyment derived from contributing to the Art activities and use learners' experiences to achieve their goals and have a sense of achievement.

The model structure is essential for the whole learning process, therefore the experts said that the model would also provide professional skills training, such as providing useful information for improving skills for work if needed, depending on the age and needs of individual learners. Female 27, for instance said that: "The

courses offered would provide good communication skills, and general skills which will be useful for jobs.”

Key themes

1. uses older adult learners’ experience to develop and improve necessary skills
2. offer leisure or work-related courses depending on age and needs of learners

Motivational factor 6: Socialising

The model is expected to help learners to socialise through Art activities. Experts said that the model could help learners actively learn from each other by sharing ideas. The experts also suggested that it is helpful for the model to provide social opportunities and platforms for learners to share their learning experience.

Female 29 stated that: “The educational opportunities would provide learners with a chance to meet friends and not be isolated.” From a social point of view, the experts expressed the view that the model helps learners actively learn from each other and share ideas with different age groups and lets them socialise in different activities. The experts also said that it is helpful for the model to provide a space and an opportunity for intergenerational activities.

Key themes

1. help prepare older adult learners to take part in intergenerational activities
2. Justify the intergenerational activities

Motivational factor 7: Participation in Wider Social Activities

The model is expected by the experts to provide opportunities for learners to engage inside and outside of class, in order to see the benefit of joint activities involving learners in different educational settings, for example, university, and

get involved in these joint activities. Female 28 said that: “There would be many chances to join other activities outside of classes through this model.”

Key themes

- 1 provide opportunities for older adult learners to engage in new activities
- 2 teachers and older adult learners benefit from interaction with other groups
- 3 encourage older adult learners to see the benefits of joint activities

Motivational factor 8: Creating Time for Learners’ Own Priorities

From the results of interviews, the experts expressed the view that the model is a new way and is a well-structured information provider for a better way to plan their activities and time, in order to fit into their routine. Male 28 thought that: “The information available would allow learners to fit in other activities in their daily life.” Apart from planning their learning schedule, the experts stated that the model should provide good advice and guidance for the learners to makes better choices of study areas and to personalise their learning. However, Female 26 felt that: “The model doesn't help them to manage their time. There’s not a clear link.”

Key themes

1. a new way of planning time and activities for older adult learners to fit into their routine
2. good advice and guidance on how to best use free time

Motivational factor 9: Health Benefits

The extracted themes of health issues from Round 3 questions are related to both physical and mental health. The experts expressed the view that the model should help the learners to benefit from attending the activities in terms of their physical and mental health, by keeping active, and enjoying socialising with

others, from whom they gain emotional support, thereby avoiding loneliness and low self-esteem. It provides opportunities for learners to support each other with physical and mental health issues. Male 29 said that: “It’s a creative and therapeutic learning model,” while Female 25 felt that: “Such interaction is good for mental health —talking to people, taking time out for themselves.”

Key themes

1. develop positive physical health (improvement from being active)
2. develop positive mental health (improvement from interaction with each other)

Motivational factor 10: Barriers to Learning and Support for Learners

The experts said that the model is expected to provide guidance which is based on learners’ personal needs and to provide suitable topics and levels for older adult learners. Male 27 stated that: “It is better for the model to promote different methods of access to the information and offer accessibility in terms of timing and location.”

Key themes

1. provide various topics and levels for older adult learners to choose suitable courses
2. provide suitable advice and guidance

The results of the Delphi Method interview produced key themes which were used to refine TL Model 1.0 and design TL Model 2.0, as indicated below.

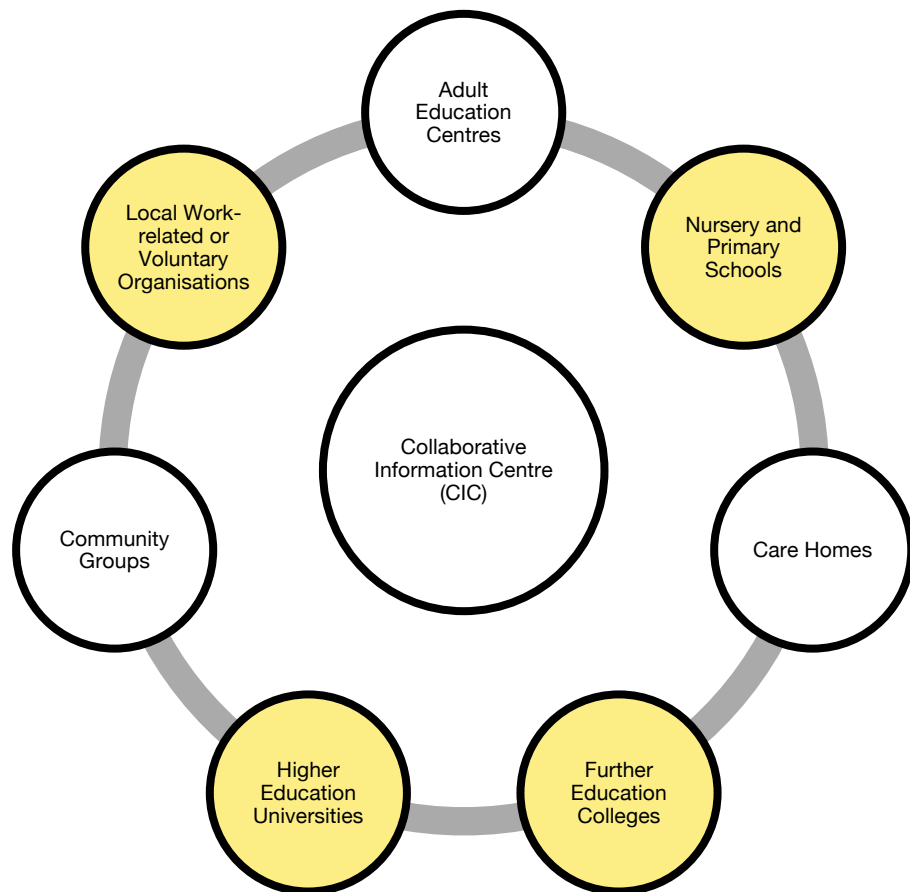
Table 34: Summary of key themes for TL Model 2.0 design

Teaching and Learning (TL) Model 2.0	
Framework of Adult Motivation in Art (FAMA)	Key themes from Delphi Method interviews
1: Learners' Attitude to Learning in General	<ol style="list-style-type: none"> 1. provide all the information in one place 2. provide training for staff to have appropriate attitude towards older adult learners. 3. provide a friendly environment
2: Personal Motivation to Specific Art Activities	<ol style="list-style-type: none"> 1. provide accurate and easy to access information by experienced staff 2. provide sufficient information for Art activities.
3: Personal Enjoyment from Specific Art Activities	<ol style="list-style-type: none"> 1. provide suitable opportunities to contribute to and share with Art activities 2. provide a professional but simple and clear showcase of learners' and teachers' work
4: Teacher's Role in Motivating Learners	<ol style="list-style-type: none"> 1. provide information for teachers 2. involve learners in planning courses 3. provide an opportunity to enjoy discovering new ideas of learning
5: Work-related Skills or Qualifications	<ol style="list-style-type: none"> 1. use older adult learners' experience to develop and improve necessary skills 2. offer leisure or work-related courses depending on age and needs of learners
6: Socialising	<ol style="list-style-type: none"> 1. help prepare older adult learners to take part in intergenerational activities 2. Justify the intergenerational activities
7: Participation in Wider Social Activities	<ol style="list-style-type: none"> 1. provide opportunities for older adult learners to engage in new activities 2. ensure teachers and older adult learners benefit from interaction with other groups 3. encourage older adult learners to see the benefits of joint activities
8: Creating Time for Learners' Own Priorities	<ol style="list-style-type: none"> 1. provide new way of planning time and activities for older adult learners to fit into their routine 2. provide good advice and guidance on how to best use free time
9: Health Benefits	<ol style="list-style-type: none"> 1. develop positive physical health (improvement from movement) 2. develop positive mental health (improvement from interaction with each other)
10: Barriers to Learning and Support for Learners	<ol style="list-style-type: none"> 1. provide various topics and levels for older adult learners to choose suitable courses 2. provide suitable advice and guidance

5.7 DESIGN OF TEACHING AND LEARNING MODEL 2.0

Teaching and Learning Model 2.0 will be described in this section along with justification for the refinements made.

Figure 45 on the following page presents a graphical summary of the main design features included in TL Model 2.0.



Key features

1. Provide professional staff training and meetings for various providers
2. Provide teacher training for older adults learning in the local area
3. Manage and coordinate courses in local area
4. Provide information, advice and guidance for local learners in local venue
5. Seek feedback from learners and involve them in planning activities
6. Provide opportunities to improve health and well-being through Art activities
- 7. Provide showcase of Art activities for local learners and staff**
- 8. Support work-related outcomes**
- 9. Encourage intergenerational learning**

Figure 45: TL Model 2.0

5.7.1 RATIONALE AND EXAMPLES OF USING TL MODEL 2.0

Based on the feedback from potential learners and experts who evaluated Teaching and Learning (TL) Model 1.0 through the Delphi Method, the following proposed TL Model 2.0 was developed to take 3 key features into account. The planned way of organising all this is based on a Collaborative Information Centre (CIC), which will provide categorised information for Art activities in one place, as this was a key point identified by the evaluation.

The Collaborative Information Centre could be based in a venue across all local sectors, and it would have information to point learners in the right direction and give them all the support they need if they wanted to do one of the Art activities in their area, all in one place. Based on the feedback, it would offer courses with a focus on work-related outcomes, as well as leisure activities. It would also provide opportunities for showcasing learners' work and further encourage intergenerational learning across a wider range of providers.

1. Provide showcase of Art activities for local learners and staff

The Collaborative Information Centre would provide a showcase to display teachers' and older adult learners' Art work, as this was identified as a key point of improvement in the Delphi Method evaluation. In addition, the model would provide an opportunity for teachers and older adult learners to discuss and plan the learning process together, and opportunities to exchanging ideas through the showcase.

2. Support work-related outcomes

The Collaborative Information Centre would provide opportunities for learners to develop work-related skills as appropriate and where required. The model would encourage older adult learners to improve their mobility and dexterity through

Art activities, as well as leading to improved mental health by providing interaction with a range of other learners.

3. Encourage intergenerational learning

Intergenerational learning was identified as a key factor in motivating older adult learners. The Collaborative Information Centre could organise local groups to work together on Art projects. For example, older adult learners from community groups could engage in joint activities with university students, using Art to learn and share their experiences together. Groups from the different sectors could study together in suitable venues and engage in Art activities.

The following are some examples of using TL Model 2.0.

The main aim is to increase efficiency, cost-effectiveness and provide more classes by developing joint strategy between the providers already identified in TL Model 1.0, along with additional venues in further education colleges, higher education providers, nursery and primary schools, as well as work-related or voluntary organisations. Working together, these providers could offer a wide range of intergenerational Art activities.

Some of the benefits of intergenerational learning include the possibility for younger pupils from nursery or primary schools to learn from older people, for example when discussing what life was like in the past. University students may benefit from studying alongside older learners who have years of practical experience in the subject they are studying, while students in further education may benefit from learning or working alongside older people in work-related or voluntary organisations in order to gain work experience or further knowledge and skills.

5.7.2 BENEFITS FROM TL MODEL 2.0

The idea of developing a showcase is to provide a platform for the learners and teachers to share their work, and exchange ideas. This showcase is designed to be flexible for all kinds of Art forms, and a well-designed space to display learners' and teachers' Art work. The showcase can be seen as a small exhibition, and there will be a space for receiving feedback, most importantly, creating an event for the possibility of networking.

There is another benefit from having a showcase, it is an effective promotion and advertising tool for potential learners who have not heard of the learning opportunities or have many questions and hesitate because they do not understand the purpose of the course. The visual display could create a bridge between learners and audience.

The showcase is the place for the presentation of learners' Art work. It also presents the results of the learning process, which serves as an example for the new incoming learners to have reasonable expectations. There are some learners who have had bad experiences in their previous learning and are therefore more likely to be influenced by a set view and incorrect expectations. Therefore, the display of learners' Art work from the course they have attended recently is helpful in sending more accurate information and messages, in order to prevent any learning barriers for the beginning learners.

In Stages 3 (aged 50-74) and 4 (aged over 75), most learners do not study for qualifications, they want to have a good experience in learning and to discover their potential, as they may not have had the opportunity to do when they were busy with work and family life. Therefore, learning for leisure is essential for improving their learning motivation, as indicated in TL Model 1.0. Based on positive learning motivation. It is the same idea as career development, but the

purpose is not to secure a job but to develop as a whole person to achieve the higher level of Maslow's Hierarchy of Needs. In the later stages of life, people should have equal chances to develop their potential and fulfil their needs in the best possible way.

The benefits for learners are to have opportunities to participate in class and gain a sense of achievement from their Art work. If learners want to develop their skills for specific purposes such as part-time work, then this type of learning model is flexible and supportive for them to develop their skills. As people continue working until much later in life, they may need to develop new work-related skills, which the proposed Model can offer.

The model has the responsibility to provide a wide range of courses and ensure that the learners all have equal opportunities to understand and participate in these new activities. A positive learning attitude can be formed and developed by creating a healthy and friendly environment. It is fully supported by their peer learners and teachers, and mainly by other providers.

At this stage of the model development, intergenerational learning is identified as having many benefits for older adult learners, despite concerns that some learners may have difficulties studying with learners of other age groups. If this is the case, teachers may require more training to deliver courses in an intergenerational setting.

The model is designed for learners to have opportunities to engage with their learning in terms of planning their courses by being involved in course design with teachers. By planning their courses and activities with teachers and providers, they can express their need for a more suitable timetable to improve their motivation and engage with learning in the long term.

The Collaborative Information Centre aims to provide a positive environment which can lead to healthy interactive relationship between peer learners, which is helpful for learners' mental health, including preventing loneliness and improving their sense of belonging. The sense of belonging is important in Maslow's Hierarchy of Needs (Maslow, 1943). According to his theory, when people fulfil their needs from a lower stage, which includes the basic needs in life, they need more company to share their thoughts and feelings with friends and family. Many people aged over 50 may live alone or may have lost their partner. For the emotional needs and also for the benefit of their mental health, they need to create chances for themselves to meet other people and have regular activities to remain in engagement with society. Therefore, the model is designed to create opportunities and an environment for this social interaction to occur on a regular basis.

Furthermore, learners do not just come for the social events but also for the sake of learning. It also helps learners to practise their cognitive skills by doing Art activities and stimulate their brain by doing creative thinking. Efficiency is one of the most important factors in organising courses and resources, consequently the design purpose is to make the learning process acceptable and offer a sensible level of challenge, and most importantly, make it enjoyable.

The following chapter will discuss the final phase of the evaluation process by refining TL Model 2.0 based on feedback from two focus groups of potential learners.

CHAPTER 6: DEVELOPMENT OF FINAL TEACHING AND LEARNING MODEL (COLLABORATIVE ADULT LEARNING MODEL)

6.1 INTRODUCTION

This chapter presents the data collected from the focus group interviews along with detailed analysis of the findings using a coding process. Key themes were identified from the data and subsequently used in the process of designing the final TL Model. The proposed name of the final version of the TL Model is the “Collaborative Adult Learning Model, or CALM”.

Following the focus group interviews, the designed framework based on Carré’s 10 Motivation Factors (see Table 24) was used to categorise the observed behaviour of teachers and learners. This included factors such as learners’ comments and experiences and discussions about what they considered positive and negative with regard to the model. All the relevant data linked to each individual motivation factor were then collected into one table (see Table 37 as an example). Using a deductive approach, key themes were identified from these accumulated data which could be later carried forward to the design process.

Prior to conducting the final in-depth evaluation of TL Model 2.0 by posing the detailed questions, the learners were invited to indicate their overall opinion of the TL Model 2.0. This was captured by an evaluation method ranking their opinion as negative, positive or neutral. The results are shown in Figure 46.

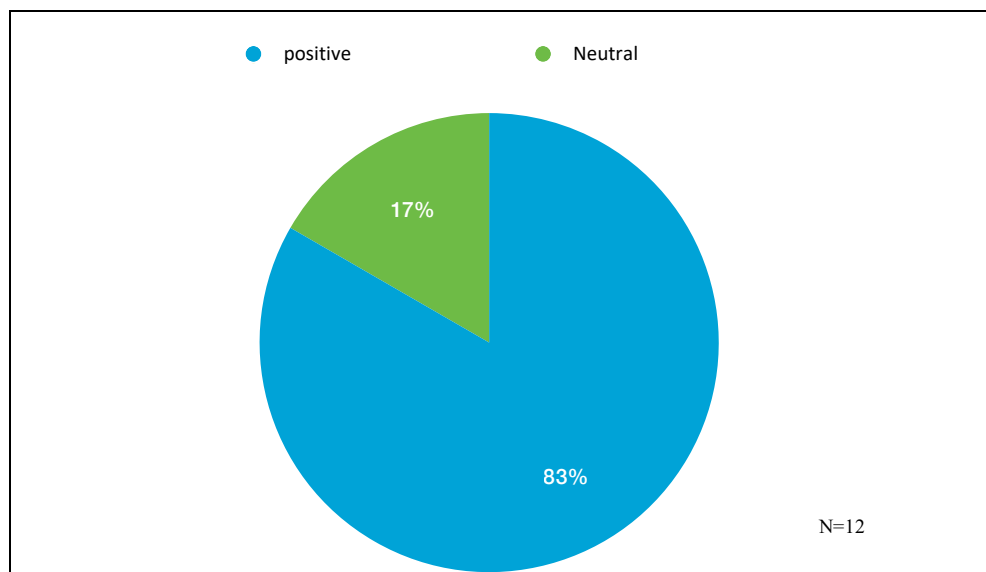


Figure 46: Pie chart showing general opinion ranking of TL Model 2.0
(Total 12 participants, N=12)

The overall opinion of two focus groups of Teaching and Learning Model 2.0 showed that 83% were favourable, and 17% neutral, which meant the majority of learners were positive about the proposed model.

6.2 FOCUS GROUPS

6.2.1 DATA COLLECTION AND ANALYSIS

The feedback from the two focus groups was used to further refine TL Model 2.0. According to the extracted themes from the focus groups, the analysis of the responses to each question provided the key elements for designing the final TL Model.

6.2.2 THEMES FROM DATA

Motivational factor 1: Learners' Attitude to Learning in General

For learning in general, the results show that it is important that the model provides clear information related to Art activities in one place with clear priorities and categories. They also mention it is helpful for the model to show the learning benefits from intergenerational learning, which is positive feedback for trying an intergenerational learning model. The data also shows that some learners lack commitment to study if they have a negative attitude towards learning in general. Female 22 said it was "Good to have a central source of information, which provides the possibility of linking and co-operation between art forms and providers."

Motivational factor 2: Personal Motivation to Specific Art Activities

The results show that focusing on a specific subject, such as Art activities, is very helpful, and means learners would have a clear idea before looking for information and courses. The negative side of this question is some people do not like Art activities, and if they have a negative attitude, they may affect other learners. Male 20 for instance, said that "It depends on the subject. You need to be interested in the subject; the motivation comes from that."

Motivational factor 3: Personal Enjoyment from Specific Art Activities

As for learners' enjoyment of learning, respondents agreed this model is helpful for providing enjoyment and a sense of achievement from doing Art activities. Learners also said that the model provides an opportunity to meet like-minded people and have a sense of community, therefore it is easier to create a positive

and supportive attitude towards each other. The negative side is some learners may have a negative attitude towards particular activities and affect other learners. Female 21 stated that “If I find the right course more easily, and I am confident that I have all the available choices, yes, my satisfaction would increase.”

Motivational factor 4: Teacher’s Role in Motivating Learners

From the learners’ point of view, the main role of teachers is to motivate learners to engage with learning. Learners expressed the view that this model also provides the chance and the platform for teachers to have an opportunity to develop their professional skills and their ability to be flexible. Also, some learners suggested that the teacher will have a better understanding if learners can participate in planning the learning process. The negative side of this is some people think that the teacher’s role is not important, as long as they can deliver the knowledge and skills they need. Male 23 claimed that “Different needs and abilities of different people would be more obvious to the teacher and give a better focus for the teachers.”

Motivational factor 5: Work-related Skills or Qualifications

For professional development, the results show that the learners thought that the model provides opportunities for skills improvement and for further job opportunities. Also, the learners said that the model could provide an opportunity and a platform to exchange and share work-related information, but it was not a priority. Most participants are semi-retired or retired people, therefore job-oriented courses are not that relevant to their learning. Male 22 said that: “It might help me get a job if I can find the best course, not really applicable to art, but to other subjects.”

Motivational factor 6: Socialising

From a sociability point of view, the learners expressed that this model provides learners a chance to meet like-minded people, and based on the similar understanding of Art activities, learners would be able to share their experience and socialise with others with similar interests. The learners also said that the model would help them socialise more with their own age group or intergenerational groups. Intergenerational learning is a natural way to prevent social isolation and an efficient way to pass on knowledge, which is beneficial for both adult and younger learners. Female 23 stated: "I like the concept of joint projects linking different organisations and different ages and cultures, this would expand social relationships through better understanding."

Motivational factor 7: Participation in Wider Social Activities

The learners stated that a wider range of social opportunities is helpful for them to discover new activities and have a stronger commitment to existing activities. The reason is because wider participation would open up and provide more choices and opportunities for them. The learners said that the model's design for collaborative learning with other education settings would increase the chances to participate in new Art activities inside and outside of classes. Also, the learners said that the design of the Model will encourage learners to continue with existing activities, as it has different levels of courses provided.

Female 19 said that: "A better understanding of others would hopefully enlarge my social circle and help me participate in other activities."

Motivational factor 8: Creating Time for Learners' Own Priorities

This model will help learners to have a new way for planning their activities and time, such as using technology to help learners to record and plan their timetable. However, some learners do not think time management is important after they have retired. Male 24 claimed that: "Good information about different courses at different times could help me to find the suitable course for me."

Motivational factor 9: Health Benefits

The learners expressed the view that this model would give a better chance to improve their physical and mental health by stimulating their brains and movement. The negative side of it is if they have too much work to do from classes, it might cause stress, which would affect their health in general. Male 21 said that it would "encourage me, give me ideas and motivate me. Give me confidence and friendships."

Motivational factor 10: Barriers to Learning and Support for Learners

The positive feedback from the focus groups is that the model will provide an easy and accessible way of finding information. The learners said that the model will also encourage the development of a positive attitude to learning by creating friendly environment. However, some learners are concerned that learning should include learners' previous experiences, no matter whether in this subject or other subjects, learners' learning experiences from the past are crucial to learning in a lifetime way. Female 18 stated that: "If I know where and when activities are, I can find something to suit me, making it easier to join in."

6.3 RESULTS IMPACT ON FINAL TEACHING AND LEARNING MODEL DESIGN

The results of evaluating TL Model 2.0 came from both focus groups' discussion and feedback. The findings were used to develop the final TL Model and the key features extracted from the results were applied to the design of this model.

The following is a discussion of the key themes generated and their relevance to the refinement of the final TL Model.

Motivational factor 1: Learners' Attitude to Learning in General

The first category is to discuss the learning motivation of adult learners in general. The results show that the learners expressed the view that the model would help them to have clear information and prioritise the information about art activities. The learners also said that it is helpful for the model to organise all the information in one place.

Key themes

1. provide clear information and prioritise it in one place

Motivational factor 2: Personal Motivation to Specific Art Activities

The second category is about learners learning motivation in art activities. The results show that the learners think that the model design helps them to focus on specific subjects and develop their creativity. Some learners mentioned that the negative attitude from some learners may have negative influence towards other learners.

Key themes

1. focus on Art subjects and creativity

Motivational factor 3: Personal Enjoyment from Specific Art Activities

This category is about the enjoyment of doing art activities. The results show that the learners think that the model can provide the sense of achievement by using a showcase to display learners' art works. The learners also said that the model can provide a friendly and positive environment to enhance their positive attitude to learning.

Key themes

1. provide enjoyment from sense of achievement from the Art activity
2. provide a positive attitude and encouragement from others

Motivational factor 4: Teacher's Role in Motivating Learners

This category is about teacher's role. The learners said that the model design would help the teachers to develop their professional skills and increase their flexibility in teaching. The learners also mentioned that the model would encourage and increase their learning motivation, by including them to be involved in planning courses with teachers, based on their feedback. One learner mentioned that the teacher's role is important to motivate them to engage with learning. However, some learners stated that if the model is lacking the record of learners' previous learning, this may be a disadvantage to the prospects for improving the efficiency of learning.

Key themes

1. the Model develops teachers' professionalism
2. the Model develops teachers' flexibility
3. keep records of older adult learners' previous learning
4. collect feedback to inform future planning

Motivational factor 5: Work-related Skills or Qualifications

In this category, the topic is about learners' professional life. The results show that the learners believed that the model can provide opportunities for skills improvement for work if they needed. However, in the age group over 50 of this research, it is less likely for them to want to develop skills for work.

Key themes

1. provide opportunities for skills improvement at work if needed
2. provide qualifications of formal and informal courses

Motivational factor 6: Socialising

In this category, the results show that the learners believe that the model will help them to socialise more by meeting like-minded people and involving them in intergenerational learning.

Key themes

1. give older adult learners a chance to meet like-minded people (new and existing members)
2. help learners socialise inside and outside of class
3. provide the benefits of intergenerational learning

Motivational factor 7: Participation in Wider Social Activities

In this category, the learners discussed the possibility of wider participation in learning. The learners said that the model design provides opportunities for them to engage in new activities more easily by cooperating with other educational settings, for instance, universities. By providing different levels of courses, the learners believe that the model will encourage them to continue the existing activities.

Key themes

1. encourage older adult learners to continue with existing activities or engage in new activities

Motivational factor 8: Creating Time for Learners' Own Priorities

In this category, the learners discussed about how the model will help them to organise their time better. The results include that the model will help the learners to have a new way of planning time and give advice to help them to fit Art into their daily routine, for instance, an online forum to help older adult learners to organise their time better. However, some learners do not think it is so important to organise their time after they have retired.

Key themes

1. provide an online forum of planning time and activities for older adult learners

Motivational factor 9: Health Benefits

In this category, the learners discussed how health issues may be influenced by the model design. The learners said that the model's use of art courses is beneficial for older adult learners to stimulate their brains and improve the chance to be active by attending art activities. However, some learners said that it is better to have sensible amounts of work to avoid stress from activities.

Key theme

1. develop positive mental and physical health

Motivational factor 10: Barriers to Learning and Support for Learners

In this category, the learners discussed the barriers and the support that the model can provide. The results show that the learners think that the model provides an easy way to access information, and by providing a positive learning environment, the learners would be able to create positive attitude to learning by the group support.

Key themes

1. provide an easy way to access information
2. provide group support

The results from the focus groups of users enabled further refinement of the TL Model as some key themes emerged, as shown below.

Table 35: Summary of key themes for final TL Model design (Collaborative Adult Learning Model)

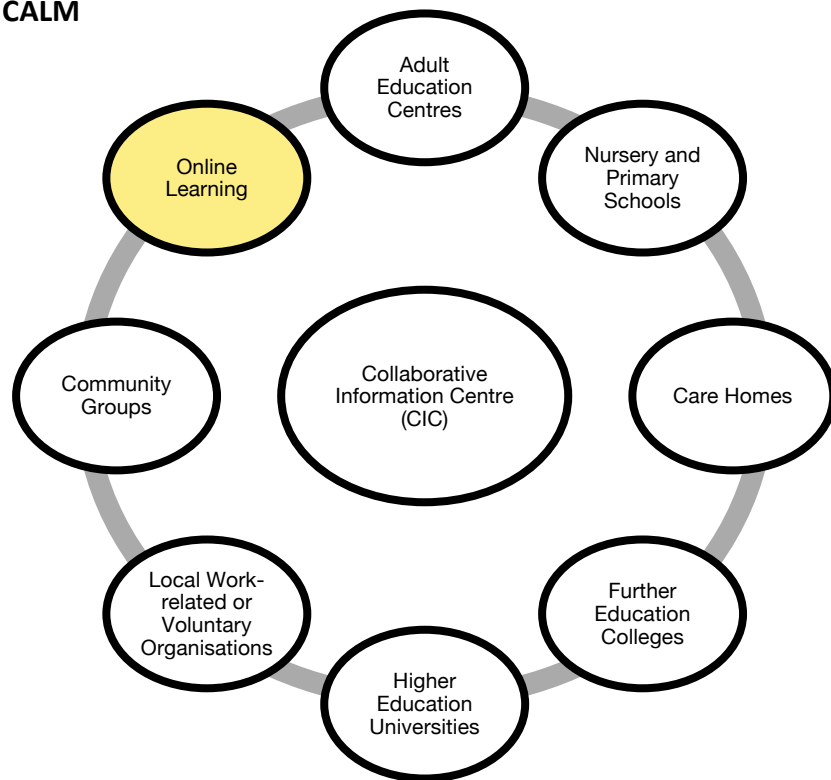
Collaborative Adult Learning Model (CALM)	
Framework of Adult Motivation in Art (FAMA)	Key themes from focus groups
1: Learners' Attitude to Learning in General	1. provide clear information and prioritise it in one place
2: Personal Motivation to Specific Art Activities	1. focus on Art subjects and creativity
3: Personal Enjoyment from Specific Art Activities	1. provide enjoyment from sense of achievement from the Art activity 2. provide a positive attitude and encouragement from others
4: Teacher's Role in Motivating Learners	1. develop teachers' professionalism 2. develop teachers' flexibility 3. keep records of older adult learners' previous learning 4. collect feedback to inform future planning
5: Work-related Skills or Qualifications	1. provide opportunities for skills improvement at work if needed 2. provide qualifications where relevant
6: Socialising	1. give older adult learners a chance to meet like-minded people (new and existing members) 2. help learners socialise inside and outside of class 3. provide the benefits of intergenerational learning
7: Participation in Wider Social Activities	1. encourage older adult learners to continue with existing activities or engage in new activities
8: Creating Time for Learners' Own Priorities	1. provide an online forum of planning time and activities for older adult learners
9: Health Benefits	1. develop positive mental and physical health
10: Barriers to Learning and Support for Learners	1. provide an easy way to access information 2. provide group support

6.4 DESIGN OF FINAL TEACHING AND LEARNING MODEL DESIGN

The final TL Model will be described in this section along with justification for the refinements made.

Figure 47 on the following page presents a graphical summary of the main design features included in the final TL Model: Collaborative Adult Learning Model (CALM).

Structure of CALM



Functions of CALM (based on key features)

-
1. Provide professional staff training and meetings for various providers
 2. Provide teacher training for older adult learning in the local area
 3. Manage and coordinate courses in local area
 4. Provide information, advice and guidance for local learners in local venue
 5. Seek feedback from learners and involve them in planning activities
 6. Provide opportunities to improve health and well-being through Art activities
 7. Provide showcase of Art activities for local learners and staff
 8. Support work-related outcomes
 9. Encourage intergenerational learning
 - 10. Maintain a Personal Record of Education and Training (PRET)**
 - 11. Focus on developing creativity**
 - 12. Provide formal and non-formal learning**
 - 13. Provide group support**
 - 14. Provide opportunities to meet like-minded people**
 - 15. Provide online forum for learning and planning**
-

Figure 47: Final TL Model (Collaborative Adult Learning Model, CALM)

6.4.1 RATIONALE AND EXAMPLES OF USING FINAL TL MODEL

Based on the evaluation by focus groups of TL Model 2.0 as discussed above, the final TL Model was developed, taking 6 new key features from the data into account for this final refinement.

The planned way of organising provision for older adult learners is to co-ordinate a series of inclusive partnership activities run by different providers working together and promoting their activities through a centralised Collaborative Information Centre (CIC) or online presence, called the Forum of Adult Collaborative Education (FACE).

1. Maintain a Personal Record of Education and Training (PRET)

The Collaborative Information Centre would organise all information which focuses on Art activities in the local area. This would enable learners to share ideas and develop their creativity in a friendly group. It would keep a record of learners' achievements, called a Personal Record of Education and Training (PRET), as well as providing information for further learning opportunities, if required for work-related purposes.

2. Focus on developing creativity

The Collaborative Information Centre would also aim to organise intergenerational local groups to work together on Art projects. For example, a group of learners from a community group could do some joint activities with a group of university students, or complete a particular project based on local needs. This would enhance creativity through intergenerational Art activities.

3. Provide formal and non-formal learning

For learners, the Collaborative Information Centre would have information to identify a suitable level of the activity and give them all the support they need if they wanted to do one of the Art activities as a leisure activity at a college or venue in the local area, or if they need any work-related information. In this way, both formal and non-formal learning opportunities would be provided.

4. Provide group support

The Collaborative Information Centre would arrange specialist training for staff supporting the elderly, and co-ordinate all the Art activities suitable for older learners in the area. It would also provide an opportunity for teachers and older adult learners to discuss and plan the learning process together in a collaborative and supportive way within the group and between different groups.

5. Provide opportunities to meet like-minded people

The record of learners' previous learning is an important element for staff to suggest learners' further learning plans. Therefore, the model aims to provide professional staff training, including specialised understanding of this age group, and understanding of the core values, in order to give learners the most suitable advice for their personal interest and development. This would enable like-minded people to study together.

6. Provide online forum for learning and planning

The Collaborative Information Centre would advertise available Art activities and have a technology support like an online forum for learners to share their work and experiences with existing and potential learners. This would enable them to

organise their time more efficiently and support their formal, non-formal and informal learning.

The following are some examples of using the final TL Model (Collaborative Adult Learning Model, CALM).

An example of a local partnership activity could consist of a group of local primary school pupils visiting a care home and doing a joint Art activity with the residents, supervised and supported by their class teachers and the activities leaders from the care home.

Another example might be a community Art group doing a joint Art activity with university students (the universities have state-of-the-art facilities), thus both groups would benefit from the cross-fertilisation of ideas and joint use of modern facilities, or online learning opportunities. There would also be a Collaborative Information Centre (CIC), which could be an online service or based in a city venue if appropriate, which responds to the point raised by the focus groups about accessibility.

6.4.2 BENEFITS FROM FINAL TL MODEL

The model design, at this stage, aims to strengthen learners' commitment to study. The solution is to keep track of learners' developments and there are many ways in which this model can be developed to maintain such records. Therefore, through maintaining a Personal Record of Education and Training (PRET), we can give learners the best possibility for their future development.

Some learners may not see the benefit of Art activities; therefore, different kinds of Art activities should be offered, in order to include learners with varying

interests. These may include, for example, reading groups, performance-related activities and photography.

Learners mentioned that the model helps teachers to develop their professional skills through training and develop their flexibility through planning with learners. This helps to improve the teacher's role in the Collaborative Adult Learning Model (CALM).

Most learners consider Art activities as learning for leisure. This model aims to provide a different angle of educational possibility. For instance, the course design will balance the leisure and professional needs of different learners. Therefore, this model aims to create different levels of Art courses, and to provide professional advice for learners who need to develop their interests into professional skills or make a career out of it.

The model aims to provide various courses for learners. It is also important for learners to continue with their existing activities to develop advanced skills. At the same time, this model will encourage learners to engage with new activities, therefore there should be some taster activities for learners to have the experience of engaging with new courses.

The following is a summary of the Collaborative Adult Learning Model (CALM), categorised into factors relating to providers, teachers, and learners.

1. Providers

(1) Provide a friendly supportive environment for learners to engage in joint activities and intergenerational learning, thereby enabling learners to socialize and pass on knowledge to others.

(2) Provide suitable guidance for time, location, fees and suitable levels for learners' needs, through using learners' previous experience to inform this guidance.

(3) Provide advertising information about the model, and Art-focused information in one place (including work-related information if needed).

2. Teachers

(1) Provide teachers and staff with information, training, and support in order to spread good practice. The training for teachers will include ideas for developing flexibility and adapting professional teaching styles suitable for older adult learners.

(2) Help teachers and learners to be able to plan their learning and teaching together.

(3) Help and establish interactive feedback between teachers and learners.

3. Learners

(1) Help learners to develop a positive attitude to learning, and knowledge which they can pass on to others.

(2) Based on learners' interests, to enhance their personal development, in order to improve their commitment to learning.

(3) Through creative Art activities, learners would be able to share ideas with like-minded people and learn new skills, in order to encourage learning through interactions in a positive environment.

The following chapter will suggest further online applications for its uses.

CHAPTER 7: DISCUSSION OF FINAL TEACHING AND LEARNING MODEL DESIGN (COLLABORATIVE ADULT LEARNING MODEL)

This study has led to the contribution of the design of a novel Teaching and Learning Model (Collaborative Adult Learning Model, CALM) which aims to improve older adults' learning motivation by proposing a more collaborative approach to local adult learning provision. While the model itself was not tested in practice, its applications and suggestions for its future development and practice implementation are made clear throughout the process of its development.

Below is a table comparing the refinement process of the desirable features for each Teaching and Learning Model based on the feedback from the learners, professionals and experts at each stage of the research. All of these features led to the final Teaching and Learning Model (CALM) design proposed in this thesis.

Table 36: The refinement process of the desirable features for each TL Model

Framework of Adult Motivation in Art (FAMA)	Desirable features	TL Model 1.0	TL Model 2.0	Final TL Model (CALM)
1: Learners' Motivation to Learn in General	Located in a local information centre	Included (for example, Library)	Included (for example, all sectors)	Included (for example, all sectors and online learning)
2: Personal Motivation to Specific Art Activities	Focus on developing creativity	Not included	Not Included	Included
3: Personal Enjoyment from Specific Art Activities	Showcase learners' work	Not included	Included	Included
4: Teacher's Role in Motivating Learners	Keep records of learners' achievements	Not included	Not included	Included
	Provide specialist training	Included	Included	Included
	Seek feedback from learners and involve them in planning	Included	Included	Included
	Provide co-ordination of local provision	Included	Included	Included
5: Work-related Skills or Qualifications	Focus on leisure learning	Included	Included	Included
	Support work-related outcomes	Not included	Included	Included
6: Socialising	Provide opportunities to meet like-minded people	Not included	Not included	Included
	Encourage intergenerational learning	Not included	Included	Included
7: Participation in Wider Social Activities	Involve a wide range of local providers, work-related or voluntary organisations	Not included	Included	Included
8: Creating Time for Learners' Own Priorities	Provide an online forum for better time management	Not included	Not included	Included
9: Health Benefits	Provide opportunities to improve health and well-being through Art activities	Included	Included	Included
10: Barriers to Learning and Support for Learners	Provide group support	Not included	Not included	Included

The main areas of refinement involved the inclusion of an online presence, which was not envisaged in the original model, but which emerged from later consultation with educational experts. For this reason, the final TL Model includes proposals for an online learner-teacher forum for planning and feedback.

The original model was based largely on the views of older adult learners; therefore, the emphasis was on learning for pleasure or leisure. Later in the research, it became clear that learners have widely different needs, and some may require more formal or professional qualifications to enhance their careers. For this reason, links with universities and the inclusion of more formal work-related learning alongside learning for pleasure were incorporated into the final TL Model. This individual approach to learning needs also necessitated the inclusion of accurate learner records to ensure smooth and appropriate progress throughout the learner's lifelong learning journey.

Another feature, which did not emerge as significant from the original data collection, but which grew in importance as further groups were questioned, included the importance of a supportive group ethos which will help participant to be more socialise, which has been included in the final Teaching and Learning Model.

7.1 IMPLICATIONS FROM FINAL TEACHING AND LEARNING MODEL

The proposed model provides implications related to the issues of policy, practice, and theory, identified during the current study, and which are relevant to providers, teachers as well as learners.

7.1.1 IMPLICATIONS FOR PROVIDERS

For providers, the focus of the model is to create a welcoming, friendly environment for delivering learning opportunities, and make it accessible and focused on the leisure side of learning.

The model emphasises learning for pleasure as it is important for the age group identified (Stage 3 and 4) from the findings in this research. They are not looking for qualifications or new careers, but rather are trying to find the time and resources to learn what they have missed when they were busy at work. However, some provision must be made for work-related qualifications or professional development as some older adult learners require this.

The proposed Teaching and Learning Model design also focuses on making information easy to access and simple to read. From the providers' point of view, delivering accessible information to learners is crucial. The reason is that is the way they can attract more learners and develop more courses.

The other planning focus for providers is location, timing, and cost. Older adult learners may have more free time after they have retired, but they might have physical difficulty in reaching the location of the classes they wish to attend. The cost is another factor that affects learners' ability to participate in learning. After retiring, many older adult learners rely on their pensions, therefore they might struggle if the cost is too high.

The model proposes a training programme for staff in order to provide a better and more professional service to learners. If the model can provide an improved service to learners, it would increase their commitment to learning.

The model also aims to provide clear, accurate and easy to access information in one place, which is vital for learners, and it can be displayed or explained by experienced staff. The information should focus on Art activities and related to work if needed.

In the final TL Model, staff and teachers can ensure that different course levels are available to suit different learners, and they will have a clear sense of their learning progress.

In the final TL Model, planning issues for providers are vital. The interview findings in this study show that learners' level of involvement is crucial for providers to make their directions and policy relevant. The model design aims to assist providers to make their decisions meet older adult learners' needs.

7.1.2 IMPLICATIONS FOR TEACHERS

The final TL Model design is to help teachers to plan their courses more suitably for the learners. It will help teachers to negotiate the content and planning of courses with learners' feedback, and also help the plan fit the different needs of older adult learners.

The model aims to help the teacher understand their learners' overall situation, not just about their learning, but also related to any barriers, such as financial difficulties. They can report to their providers how best to help their learners.

The model provides an opportunity to enjoy discovering new ideas of learning between learners and teachers. The model proposes a structure to help teachers develop further professionally in a flexible and inclusive way.

Based on the findings, the teachers' role is important in the proposed model design. Teachers need to know the learners' level in order to deliver the right messages and knowledge. Therefore, ensuring levels are suitable for all participants is important. It is crucial that teachers are clear about their targets and purpose for the course, in order for learners to follow it successfully.

In the final TL Model, emphasis is placed on enabling the use of teaching strategies for this age group, including dealing with some health issues. Therefore, teachers should be trained in this before they deliver the course.

7.1.3 IMPLICATIONS FOR LEARNERS

In the final TL Model, the focus groups findings showed that learners would attend these activities, not just for knowledge, but to share their experiences and their sense of achievement. As evidenced in the literature review, the benefits from socialising are significant, as it enables learners at Stages 3 and 4 to relax physically and also improve their mental health, for instance by preventing loneliness. The model aims to provide the benefit of a social context through engaging in Art activities, as evidenced in Table 12.

The findings from the data analysis show work-related factors may be part of some learners' motivation to learning. Therefore, it is important to take into consideration ways of providing a variety of Art courses as well as information that is related to future work if needed.

The model aims to provide a positive environment to encourage learners to develop a positive attitude to learning and to each other within a social context. Exchanging ideas and learning from each other is one of the main focuses in designing the final TL Model. Creating potential joint activities is vital when designing inclusive and interactive activities. These could develop into an

intergenerational activity. Furthermore, the model encourages learners to see the benefit of joint activities, in order to embrace them positively. The model also aims to encourage learners to continue with existing activities and find out about other learning opportunities if they need this.

On the time management issue, the model is designed to help learners to spend their time well and have a new way to avoid any boring daily routine in their lives. Therefore, the model provides suitable guidance and a new way of planning time and activities for learners to fit into their routine.

For older adult learners, the model uses Art activities in such a way as to support both positive physical and mental health. According to the interview findings, learners feel that Art activities are therapeutic, and relax their tensions in life. Art activities can also help with stimulating learners' brains and keeping them active. Through Art activities, learners can increase their self-esteem by sharing their work and creative ideas with others.

7.2 APPLICATIONS OF FINAL TEACHING AND LEARNING MODEL DESIGN

The final TL Model (Collaborative Adult Learning Model, CALM) is based on users' experience and opinions. However, in today's technological world, people need something they can easily use, and without constraint by the physical environment, such as location. Therefore, designing a forum for people to use simply should help to overcome any difficulties. The final TL Model may be used as a basis to create a forum which is more practical and useful for future users.

7.2.1 SUGGESTED APPLICATIONS FOR FORUM DESIGN

Various options could help the final TL Model to use modern technology to reach more users and achieve greater efficiency. The following section expresses the key features which such a forum might include.

The purpose of designing a forum for older adult learning (Forum of Adult Collaborative Education, or FACE) is to demonstrate the idea of the model design. The main focus is to organise information and make it accessible to older adult learners. The options and choices for learning on the forum are discussed below according to the 10 motivation factor framework, called Framework of Adult Motivation in Art (FAMA), used throughout this thesis.

For the first motivational factor “Learners’ Motivation to Learn in General”, one key theme suggested providing clear information in one place. On the forum, the design would ensure that information is clearly displayed in a font easy to read for older adult learners. All the subjects in this model would be related to Art activities, with a clear indication and description of the learning activities, with images or video clips to demonstrate this.

For the second and third motivational factors “Personal Motivation to Specific Art Activities” and “Personal Enjoyment from Specific Art Activities”, the first key theme was providing encouragement to engage in Art activities by presenting a positive attitude from other participants. The forum design feature would aim to improve individual positive attitudes to Art activities, provide an option for learners to exchange feedback, and encourage each other to participate in Art. Therefore, there is an option on the forum for learners to give feedback to each other or leave comments.

The second key theme was providing enjoyment from a sense of achievement from doing Art activities. The forum features a showcase for older adult learners to put their art work together, the purpose of which is to provide a resource for learners to display and share their art work.

For the fourth motivational factor “Teacher’s Role in Motivating Learners”, the two key themes include ways in which the model can help teachers to develop their professionalism and flexibility, and also the model encourages learners to participate in planning courses. There would be a community option for information about teachers’ training opportunities, and there would be some selected options for learners to take part in planning their courses.

For the fifth motivational factor “Work-related Skills or Qualifications”, the key theme was providing opportunities for skills improvement at work. On the “community” option of the forum, there would be updated information for professional work-related opportunities. On the other hand, the forum design provides options for learners to take advanced courses if they want, therefore this will increase their opportunities to develop skills for their professional work development.

For the sixth motivational factor “Socialising”, there are three key themes, which include helping learners to socialise inside and outside of class and to provide the benefits of intergenerational learning. Learners would use the forum as a platform to exchange information and arrange social events, such as intergenerational active events outside of class, that would also help learners to have benefits from intergenerational learning. Meeting like-minded people was another key theme which the forum will enable learners to do as they can easily contact other members of the online group.

For the seventh motivational factor “Participation in Wider Social Activities”, the two key themes include providing opportunities for learners to engage in new activities and encouraging learners to continue existing activities. The updated art events information on the forum would be helpful for learners to engage in different or new activities. The course information on advanced courses would provide an option on the forum for learners to continue their learning and existing activities.

For the eighth motivational factor “Creating Time for Learners’ Own Priorities”, the key theme is a new way of planning their time for learning activities. On this forum, the display of the courses would aim to be clear in its timetable and locations and would also have the option for learners to discuss and have their opinions delivered to teachers and organisers; therefore, there would be a new way of planning courses in a flexible way.

For the ninth motivational factor “Health Benefits”, there are two key themes which include developing both positive physical and mental health. The forum would provide a platform for organisers to plan courses cooperatively together, and also provide various activities in different locations. The various venues in different places would be helpful for older adult learners to move around with the purpose of learning, therefore it would not only provide opportunities for mobility but also a purpose for learning something new.

For the tenth motivational factor “Barriers to Learning and Support for Learners”, there are two key themes, which include providing easy access to information and encouraging a positive group ethos. The forum design aims to be easy to access and easy to search for the information that learners want, therefore, that would encourage learners and help them to develop a sense of group support. In the forum design, there would be trained staff to answer the questions that

learners have for their future learning based on the understanding of their previous learning experiences.

7.2.2 SUGGESTED APPLICATIONS FOR PROVIDERS

The final TL Model addresses the needs by providing targeted classes which will appeal to older adult learners in locations and at times which are convenient for them. It enables them to engage in new social relationships and learn new skills and ideas from intergenerational learning activities. The model envisages the following structures being established.

1. Local level

- (1) Setting up of local providers to cover teacher training, information sharing and advertising
- (2) Fuller use of local venues, such as schools, colleges, universities, community centres, care homes and nurseries
- (3) Integrated service for all older adult learners

2. National level

- (1) Government strategy needed to set up the local infrastructure
- (2) Central funding to be allocated to intergenerational schemes
- (3) Teacher training policies to reflect learners' needs

3. International level

- (1) Video link-ups between groups and individuals based in different classes in various countries
- (2) Sharing of good practice from one country to another

(3) Arranging of visits or exchanges for groups of older adults to go to other countries and engage in learning activities

Overall, the forum design is one of many ways to support the ideas and concepts of the final TL Model. The key point is to use modern resources to improve and help older adults to learn in a more efficient and reflective way. The following chapter will present the final conclusion, including the contribution, recommendations, limitations and overall conclusions from the study.

CHAPTER 8: CONCLUSIONS

This chapter presents the main contributions of this thesis in the areas of theory, practice and methodology, along with the chief recommendations emerging from the data analysis. Finally, it will highlight the limitations of this study and discuss the overall conclusions to be drawn from it.

8.1 CONTRIBUTIONS

The current study has made several important contributions in the areas of theory, practice and research methodology. These will be discussed in turn below.

1. Contribution to theory

This study analysed the learning motivation of older adult learners in the context of Art activities in order to design a framework of motivation factors based on those identified in the literature, which is called the Framework of Adult Motivation in Art (FAMA). This framework was later adopted for use in categorising observation features and developing a series of questions for use with learners, teachers and experts in a variety of settings and using different data collection tools.

Therefore, the main contribution in the area of theory was the researcher's decision not to use an existing framework to measure adults' learning motivation, such as the Educational Participation Scale developed by Boshier and others during the period from the 1970s to the 1990s, but instead to devise a novel framework for use in a variety of contexts.

2. Contribution to practice

This study led to the design of a novel teaching and learning model: Collaborative Adult Learning Model (CALM), which aims to improve older adults' learning motivation by proposing a more collaborative approach to local adult learning provision. Moreover, a locally based information centre called Collaborative Information Centre (CIC) is proposed, which will coordinate local provision. As well as a physical space, an online presence or user forum, called the Forum of Adult Collaborative Education (FACE), is proposed. While the Model itself was not tested in practice, its applications and suggestions for its future development and practice implementation are made clear throughout the process of its development.

3. Contribution to methodology

A mixed method and interdisciplinary approach was applied throughout this study to derive the essential motivation framework (FAMA) and subsequent model designs in a systematic process of design and evaluation through participant observation, semi-structured interview, Delphi Method, and focus group. The approach demonstrates a complex but systematic process of understanding the core meanings and factors of adult learning motivation from the different perspectives of learners and educational experts, in order to design a suitable collaborative model, particularly for older adult learners.

8.2 RECOMMENDATIONS

The findings from this thesis indicate that the following recommendations for older adult learners in the Collaborative Adult Learning Model (CALM).

The findings recommend designing a showcase or a platform for learners to display and share their Art work, which would encourage wider intergenerational exchanges of ideas and bring together groups and individuals in a stimulating learning community.

The findings also recommend a course system which allows learners to choose the level which suits them and pursue their interests to suit their learning and lifestyle. An effective feedback system is recommended, which would allow learners to leave feedback for future course development, but this must be monitored in order to avoid teachers feeling threatened by too much criticism from learners.

The findings recommend collaboration between teachers, effective planning based on learners' feedback and the establishing of a training support group, either physical or online, for teachers. Such shared planning and evaluation would help create a positive learning environment.

The findings recommend improving learning motivation by setting clear and achievable targets for learners and offering a range of formal and non-formal learning opportunities in order to accommodate their needs as much as possible.

The findings recommend a more joined-up approach at local level as to how and where these learning activities are delivered, in order to make fuller use of staff expertise and suitable facilities, such as those available at universities. Finally, a

forum should be developed to include all aspects of the proposed model, from initial information, advice and guidance on locally available courses, as well as a platform for learners and teachers to share their experiences and knowledge.

These recommendations can be used in further research and advanced model design in the future. It could be used as the basis for older adult learning provision in the UK and in other similar developed nations that have ageing populations. It builds on what ideas are already being used in adult learning and offers a theoretically underpinned model for developing lifelong learning for older adults.

Moreover, any proposed innovative approaches to adult learning require further theoretical investigation in order to inform the content of what is provided to adult learners and how providers might determine what older adult learners actually want to learn. Social Pedagogy, as discussed on section 2.5.7 above, focuses on empowering learners by providing them with learning opportunities enabling them to become fully participating members of society, whereas a novel approach is recommended here which would require further research and development.

This approach could best be proposed in terms of “Social Andragogy”, which would see the shift in focus onto what individual adult learners perceive as important for them to learn, based on their personal needs and circumstances. The five assumptions of andragogy outlined by Knowles (1980, 1984) would form the basis of this approach and would include reference to adults’ previous experience of life and learning, their self-concept and involvement in planning their learning, their readiness to take on new social roles, their orientation based on problem-solving needs and their increasingly internal motivation to learn. In this way, the approach to providing adult learning opportunities would be based on the assumptions of andragogy (see Table 25), enabling the individual to

develop and meet their own needs, thereby achieving self-actualisation. “Social Andragogy” would potentially comprise four main outcomes: “Sense of achievement, Adaptability, Flexibility, and Empowerment (SAFE)”, thereby enabling individuals to find their place in society, while at the same time fulfilling their economic and/or social role (as emphasised in the social pedagogical approach) within wider society. This would lead to a society comprising fulfilled citizens who have been nurtured to develop holistically according to their own perceived conception of self-actualisation.

8.3 LIMITATIONS

The findings of this research may have limited generalisability, as discussed in Chapter 3 above due to the following three main factors.

Firstly, the study was conducted in a limited geographical location (Leicester, UK) and participants from other areas may produce widely different results.

Therefore, further studies could interview sample groups based in different geographical locations in the UK and use the data collection tools to survey local participants. This would allow for comparison between different locations within the regions and countries of the UK.

Secondly, a relatively small number of participants, 60, were involved in the current study, which again may limit the generalisability of the findings. While this may appear small compared to larger quantitative studies, it must be pointed out that the data were subjected to very detailed and focused analysis based on in-depth interviews which yielded rich data. Larger numbers of participants could be interviewed in order to capture any emerging trends more widely at national level, while there is also scope for international comparative studies.

Thirdly, there was insufficient time and resources available to the researcher to design an actual forum based on the model and test it on users, which would be a beneficial next step in this research process. Furthermore, the research focus was on learners' motivation and the design of a suitable Teaching and Learning Model for older adult learners. Therefore, the final model remains a theoretical proposal which, although it has been extensively evaluated by potential users, has not been put into practice or tested in a practical way.

8.4 CONCLUSION

Across the developed world, governments and societies are struggling to come to terms with an ever-ageing population. As stated in the Introduction, increasing numbers of people are living well beyond the relevant retirement age, which often means they have many years of active living still to do after retiring. It is the researcher's view that governments need to provide, not only care, but also meaningful learning for older adult citizens to keep them physically and mentally healthy. This is to the benefit of both individuals and wider society as it can lead to improved health benefits even at the later stage discussed in this research (Stage 4: age 75 and over).

Learning is a lifelong journey, as discussed as part of the literature review, and it is a journey which people can join at different ages. In the process of writing this thesis, the researcher has undertaken a similar journey into theoretical research, as outlined in the methodology chapter, which indicates how decisions were made as to the data collection tools to be used and how these choices were justified. In addition, this study involved the process of designing a Teaching and Learning Model with a practical purpose in mind, as described in chapters 4, 5, 6 and 7. These designs were based on the opinions that the older adult learners, professionals and experts gave regarding how the proposed model might improve the learning motivation.

This study began by identifying the limited amount of literature that discussed ways in which older adult learners could be motivated to engage in formal or non-formal lifelong learning activities, particularly those in the age groups identified by the National Institute of Adult Continuing Education (NIACE) as Stage 3 (aged 50-74), and Stage 4 (aged over 75). Therefore, the findings and proposed model have helped to fill the research gap to a certain extent by providing further insight into motivation among older adult learners and by proposing a collaborative teaching and learning model (Collaborative Adult Learning Model, CALM) to improve their motivation and ensure that provision is more coherent and responsive. For Stage 3 and 4, This model is focused on Art activities at Entry Level, Level 1 and 2, as this subject and levels were considered most suitable for the whole range of learners within the identified age range, as discussed in the literature review above.

In order to achieve the overall aim and objectives, the study has obtained a fuller understanding of older adults' (Stages 3 and 4) learning motivation in the context of Art activities by analysing what motivates them to attend. As discussed in the methodology chapter, this involved conducting observations and semi-structured interviews with groups of 30 learners and 6 professionals engaged in Art activities in a variety of formal and non-formal settings in Leicester, UK. Subsequently, the initial model was subjected to further evaluation using the Delphi Method with a group of 12 educational experts, whose feedback helped refine the model. Finally, the second version of the model was subjected to further analysis by two focus groups (12 older adult learners in total) in order to design the Collaborative Information Centre (CIC) within the Collaborative Adult Learning Model (CALM), to improve learners' motivation.

It is recommended that such a collaborative or coherent model of delivery in this sector should involve further and higher education institutions, community and care home providers, nursery and primary schools, as well as work-related

activities and voluntary groups, all operating within a joined-up system. Consequently, the available provision for this age group within the context of an ageing society, would enable older adult learners to engage in learning activities, providing a stimulating experience to help them meet their personal growth needs through a positive and meaningful experience of ageing, and also increase their sense of well-being.

The result of exploring the most significant learning motivation factors also matches the expected outcomes set out in the Introduction. This study has achieved further understanding of motivation factors in teaching and learning among older adult learners with regard to the medium of Art activities. By using the most significant learning motivational factors as a design rationale, this study has also met the overall aim of designing a collaborative model of teaching and learning to provide Art activities to older adult learners. The final Teaching and Learning Model has been fully evaluated by learners, professionals and experts, thereby achieving the aim of the study. The model is designed for Stages 3 and 4 participants and also supports teachers while they need to have more concern for Stage 4 participants due to health considerations.

As a result of its complex and systematic design and evaluation process, based on detailed feedback from its participants, this study has developed a collaborative model of teaching and learning (Collaborative Adult Learning Model, CALM), which is specifically aimed at the age group 50 and above and which will enable teachers, facilitators and providers to work in a novel way to improve their learners' motivation in the UK and beyond.

REFERENCES

- ALDERFER, C.P. (1969) An empirical test of a new theory of human needs. *Organizational Behavior and Human Performance*, 4 (2), pp. 142-175.
- ALDRIDGE, F. and HUGHES, D. (2012) *Adult Participation in Learning Survey*. Leicester: NIACE.
- ANGROSINO, M.V. and MAYS DE PEREZ, K. A. (2000) Rethinking observation: from method to context. In: DENZIN, N.K. and LINCOLN, Y.S. (eds.) *Handbook of Qualitative Research*. Thousand Oaks, California: Sage, pp. 673-702.
- ARNOLDS, C.A. and BOSHOF, C. (2002) Compensation, esteem valence and job performance: an empirical assessment of Alderfer's ERG theory. *The International Journal of Human Resource Management*, 13 (4), pp. 697-719.
- BATKER, C. (2017) *Pedagogy*. Durham, NC: Duke University Press.
- BELFIELD, C., SIBIETA, L. and FARQUHARSON, C. (2018) *Severe squeeze on further education and sixth-form funding in England*. London: Institute for Fiscal Studies.
- BLASCHKE, L. (2018) Self-determined Learning (Heutagogy) and Digital Media Creating Integrated Educational Environments for Developing Lifelong Learning Skills. In: KERDEL, D. et al. (ed.) *The Digital Turn in Higher Education* Wiesbaden: Springer VS, pp. 129-140.
- BLOOM, B.S. and KRATHWOHL, D.R. (1968) *Taxonomy of educational objectives*. New York: McKay.
- BLOOR, M. (2001) *Focus groups in social research*. London: Sage.
- BOND, J. (1993) *Ageing in society*. 2nd ed. London: Sage.
- BOONE, E.J., SAFRIT, R.D. and JONES, J. (2002) *Developing programs in adult education*. 2nd ed. Prospect Heights, Ill: Waveland Press.
- BOSHIER, R. (1971) Motivational Orientations of Adult Education Participants: A Factor Analytic Exploration of Houle's Typology. *Adult Education Quarterly*, 21 (2), pp. 3-26.
- BOYLE, P.G. (1981) *Planning better programs*. New York: McGraw-Hill.
- BRANCHEAU, J.C., JANZ, B.D. and WETHERBE, J.C. (1996) Key Issues in Information Systems Management: 1994-95 SIM Delphi Results. *MIS Quarterly*, 20 (2), pp. 225-242.
- BROWN, J.L., MACDONALD, R. and MITCHELL, R. (2015) Are People Who Participate in Cultural Activities More Satisfied with Life?. *Social Indicators Research*, 122 (1), pp. 135-146.

- BRUNNSTRÖM, G., SÖRENSEN, S., and ALSTERSTAD, K. (2004) Quality of light and quality of life – the effect of lighting adaptation among people with low vision. *Ophthalmic and Physiological Optics*, 24 (4), pp. 274-280.
- BRYMAN, A. and BELL, E. (2011) *Business research methods*. 3rd ed. Oxford: Oxford Univ. Press.
- BURNS, A. (1992) Cause of death in dementia. *International Journal of Geriatric Psychiatry*, 7 (7), pp. 461-464.
- CAINE, R.N. and CAINE, G. (1994) *Making connections*. Menlo Park, Calif. Addison-Wesley.
- CARRÉ, P. (2000) Motivation in Adult Education: From Engagement to Performance. In: *Adult Education Research Conference, Vancouver, BC, Canada, 2000*. Vancouver, BC, Canada: Kansas State University Libraries New Prairie Press.
- CHEN, H. (2017) Enhancing Motivation for Lifelong-Learning Through Painting Activities. In: *International Conference on Experimental Education (ICEE), Taipei, 16/12/2017*. Taipei: International Conference on Experimental Education (ICEE).
- CHING, F. (1987) *Interior design illustrated*. New York: Van Nostrand Reinhold.
- COMMISSION OF THE EUROPEAN COMMUNITIES (2006) *Efficiency and equity in European education and training systems*. Brussels: Communication from the European Commission to the Council and to the European Parliament, COM 481.
- CONKLIN, T.A. and HART, R.K. (2009) Appreciative inquiry in management education: measuring the success of co-created learning. *Organization Management Journal*, 6 (2), pp. 89-104.
- CRAFT, A. et al. (2014) Creative primary schools: developing and maintaining pedagogy for creativity. *Ethnography and Education*, 9 (1), pp. 16-34.
- CUMMING, E. and HENRY, W.E. (1961) *Growing old*. New York: Basic Books.
- DAHLBERG, L., AGAHI, N. and LENNARTSSON, C. (2018) Lonelier than ever? Loneliness of older people over two decades. *Archives of Gerontology and Geriatrics*, 75, pp. 96-103.
- DALLY, G. (2002) Our Homes, Our Lives: Choice in Later Life Living Arrangements. In: SUMNER, K. (ed.) *Independence and autonomy - the twin peaks of ideology*. London: Centre for policy on ageing, pp. 10-25.
- DAVIES, C., KNUIMAN, M. and ROSENBERG, M. (2016) The art of being mentally healthy: a study to quantify the relationship between recreational arts engagement and mental well-being in the general population. *BMC Public Health*, 16 (1), pp. 15.

- DE MUNCK, V.C. and SOBO, E.J. (1998) *Using Methods in the Field*. US: Altamira Press.
- DENCH, S. and REGAN, J. (2000) *Learning in Later Life: Motivation and Impact*. Nottingham: DfEE.
- DEPARTMENT FOR CULTURE, MEDIA AND SPORT (2012) *Taking Part 2011/12 Adult and Child Report*. London: Office for National Statistics.
- DEWALT, K.M. and DEWALT, B.R. (2002) *Participant observation: a guide for fieldworkers*. CA: AltaMira Press.
- DICICCO-BLOOM, B. and CRABTREE, B.F. (2006) The qualitative research interview. *Medical Education*, 40 (4), pp. 314-321.
- DONOVAN, L.L., MEYER, S.R. and FITZGERALD, S.P. (2007) Transformative learning and appreciative inquiry: a more perfect union for deep organizational change. *Academy of Management Annual Meeting Proceedings*, 8 (1), pp. 1-6.
- DUGGER, J.G. (1965) *Motivation and factors characterizing adult learners enrolled in evening courses at Drake University* motivation, ProQuest Dissertations Publishing.
- EGGLESTONE, C. et al. (2019) *Adult Participation in Learning Survey 2018*. Leicester: National Learning and Work Institute.
- EVANS, G.W. and MCCOY, J.M. (1998) When buildings don't work: the role of architecture in human health. *Journal of Environmental Psychology*, 18 (1), pp. 85-94.
- FISCHER, D.H. (1978) *Growing old in America*. Expanded ed. Oxford: Oxford University Press.
- FISK, A.D. (2009) *Designing for older adults*. 2nd ed. Boca Raton: CRC Press.
- GALLIERS, R.D., MERALI, Y. and SPEARING, L. (1994) Coping with information technology? How British executives perceive the key information systems management issues in the mid-1990s. *Journal of Information Technology*, 9 (3), pp. 223-238.
- GLÄSER, J. and LAUDEL, G. (2013) *Life With and Without Coding: Two Methods for Early-Stage Data Analysis in Qualitative Research Aiming at Causal Explanations*. Berlin: Freie Universität Berlin.
- GRACE, A.P. and HILL, R.J. (2011) Using Queer Knowledges to Build Inclusionary Pedagogy in Adult Education. In: *Adult Education Research Conference*. US: Kansas State University Libraries: New Prairie Press.
- GREAT BRITAIN, DEPARTMENT FOR BUSINESS, INNOVATION AND SKILLS (2015) *Further Education and Skills Learner Participation, Outcomes and Level of Highest Qualification Held*. London: Department for Business, Innovation and Skills.

GREAT BRITAIN, DEPARTMENT FOR BUSINESS, INNOVATION AND SKILLS (2011) *New Challenges, New Chances: Next Steps in Implementing the Further Education Reform Programme*. London: Department for Business, Innovation and Skills.

GREAT BRITAIN, HM TREASURY (2015) *Spending Review and Autumn Statement 2015*. [Online] Available from: <https://www.gov.uk/government/publications/spending-review-and-autumn-statement-2015-documents/spending-review-and-autumn-statement-2015> [Accessed 24/07/2017].

HAMILTON, I. (2006) *The psychology of Ageing*. London: Jessica Kingsley Publishers.

HAMMOND, S.A. (1998) *The thin book of appreciative inquiry, 2nd edition*. 2nd ed. Bend, Or.: Thin Book Pub. Co.

HANGER, H. CARL, MBCHB, FRACP (2017) Low-Impact Flooring: Does It Reduce Fall-Related Injuries?. *Journal of the American Medical Directors Association*, 18 (7), pp. 588-591.

HARRINGTON M. M. and DANIELE, E.A. (2016) *Gerontology: Changes, Challenges, and Solutions [2 volumes]*. annotated edition ed. Santa Barbara, CA: ABC-CLIO.

HASE, S. and KENYON, C. (2000) From andragogy to heutagogy. *Ultibase Articles*, 5(3), 1-10.

HAVIGHURST, R.J. (2008) Successful Ageing. In: WILLIAMS, R.H., TIBBITTS, C. and DONOHUE, W. (eds.) *Process of Ageing* London: Aldine Transaction, pp. 299-320.

HEICK, T. (2018) *Comparison between Pedagogy, Andragogy and Heutagogy*. [Online] Available from: <https://www.teachthought.com/pedagogy/a-primer-in-heutagogy-and-self-directed-learning/> [Accessed 15/04/2018].

HENNINK, M.M. (2014) *Focus Group Discussions*. US: Oxford University Press.

HILL, R.D. (2005) *Positive aging: a guide for mental health professionals and consumers*. New York: WW. Norton.

HODGES, R. (2000) Memory in the Dementias. In: TULVING, E. and CRAIK, F.I.M. (eds.) *the Oxford Handbook of Memory*. New York: Oxford University Press, pp. 441-464.

HOLSAPPLE, C.W. and JOSHI, K.D. (2002) Knowledge manipulation activities: results of a Delphi study. *Information and Management*, 39 (6), pp. 477-490.

JAMIESON, A. (2007) Higher education study in later life: what is the point?. *Ageing and Society*, 27 (3), pp. 363-384.

JENKINS BLAIR, A. and LUMPKIN ELLEN, A. (2017) Developing a sense of touch. *Development*, 144 (22), pp. 4078-4090.

- JENKINS, A. and MOSTAFA, T. (2013) *Learning and Well-being Trajectories Among Older Adults in England*. London: Institute of Education, University of London.
- JENKINS, R., BAINGANA, F., AHMAD, R., MCDAID, D., and ATUN, R. (2011) Mental health and the global agenda: core conceptual issues. *Mental Health in Family Medicine*, 8 (2), pp. 69.
- KERMIS, D. (1983) *The Psychology of Human Aging: Theory, Research and Practice*. Boston: Allyn and Bacon.
- KIM, A. and MERRIAM, S.B. (2004) Motivations for learning among older adults in a learning in retirement institute. *Educational Gerontology*, 30 (6), pp. 441-455.
- KITCHENHAM, A.D. (2010) School cultures, teachers, and technology transformation. *Canadian Journal of Learning and Technology*, 35 (2).
- KIRKWOOD, S., ROESCH-MARSH, A. and COOPER, S. (2019) Evaluating social pedagogy in the UK: Methodological issues. *Qualitative Social Work*, 18 (1), pp. 8-23.
- KNOWLES, M.S. (1980) *The modern practice of adult education: From pedagogy to andragogy*. Chicago, IL: Association Press.
- KNOWLES, M. S. (1984) *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass Publishers.
- KÜLLER, R. et al. (2006) The impact of light and colour on psychological mood: a cross-cultural study of indoor work environments. *Ergonomics*, 49 (14), pp. 1496-1507.
- KVALE, S. (1996) *InterViews*. Thousand Oaks: Sage.
- LEAVY, P. (2014) *The Oxford handbook of qualitative research*. Oxford: Oxford Univ. Press.
- LEIBROCK, C. (2000) *Design details for health: making the most of interior design's healing potential*. United States: University of Michigan.
- LINSTONE, H.A. and ADELSON, M. (1977) *The Delphi Method*. 2. print., with corr. ed. Reading, Mass: Addison-Wesley.
- LUNT, P. (1996) Rethinking the Focus Group in Media and Communications Research. *Journal of Communication*, 46 (2), pp. 79-98.
- MACINTYRE, S. (1977) Old age as a social problem. In: DINGWALL, R. et al. (ed.) *Health Care and Health Knowledge*. Routledge, pp. 26.
- MAHNKE, F.H. and MAHNKE, R.H. (1987) *Colour and light in man-made environments*. New York: van Nostrand Reinhold.

- MASLOW, A.H. (1943) A theory of human motivation. *Psychological Review*, 50 (4), pp. 370-396.
- MASLOW, A.H. (1958) A Dynamic Theory of Human Motivation. In: *Understanding human motivation* OH: Howard Allen Publishers, pp. 26-47.
- MCNAIR, S. (2012) *Older people's learning in 2012*. Leicester: National Institute of Adult Continuing Education.
- MCNAIR, S. (2010) *A sense of a future: A study of training and work in later life*. Leicester: National Institute of Adult Continuing Education.
- MEZIROW, J. (1991) *Transformative dimensions of adult learning*. 1st ed. San Francisco: Jossey-Bass.
- MEZIROW, J. (1997) Transformative Learning: Theory to Practice. *New Directions for Adult and Continuing Education*, 1997 (74), pp. 5-12.
- MILLER, S. and SCHLITT, J.K. (1985) *Interior space*. New York: Praeger.
- MILLER, T. et al. (2012) *Ethics in qualitative research*. 2nd ed. Los Angeles: SAGE.
- MINISTRY OF EDUCATION (2017) *Objectives for lifelong learning*. [Online] Available from: <http://eng.uvm.dk> [Accessed 03/ 09/2018].
- MITCHELL, L. (1999) Combining Focus Groups and Interviews: Telling How It Is; Telling How It Feels. In: *Developing Focus Group Research*. London: SAGE Publications, pp. 36-46.
- MORSTAIN, B.R. and SMART, J.C. (1974) Reasons for Participation in Adult Education Courses: a Multivariate Analysis of Group Differences. *Adult Education Quarterly*, 24 (2), pp. 83-98.
- MYERS, K., CONTE, N. and RUBENSON, K. (2014) *Adult learning typology: the adult learning and returns to training project*. Vancouver, British Columbia: Social Research and Demonstration Corporation.
- NATIONAL RESEARCH AND DEVELOPMENT CENTRE FOR ADULT LITERACY AND NUMERACY (2010) *Study on European Terminology in Adult Learning for a common language and common understanding and monitoring of the sector*. London: UCL Institute of Education.
- OFFICE FOR NATIONAL STATISTICS (2017) *National Population Projections: 2016-based statistical bulletin*. London: Office for National Statistics.
- OFFICE FOR NATIONAL STATISTICS (2016) *Overview of the UK population: February 2016*. London: Office for national statistics.

- OKOLI, C. and PAWLOWSKI, S.D. (2004) The Delphi method as a research tool: an example, design considerations and applications. *Information & Management*, 42 (1), pp. 15-29.
- PAK, R. and MCLAUGHLIN, A. (2011) *Designing displays for older adults*. Boca Raton, FL: CRC Press.
- PENNARTZ, P.J. (1986) Atmosphere at home: A qualitative approach. *Journal of Environmental Psychology*, 6 (2), pp. 135-153.
- PIERRE, A. and JACKSON, A. (2014) Qualitative Data Analysis After Coding. *Qualitative Inquiry*, 20 (6), pp. 715-719.
- PINTO, J.M. and NERI, A.L. (2017) Trajectories of social participation in old age: a systematic literature review. *Revista Brasileira De Geriatria E Gerontologia*, 20 (2), pp. 259-272.
- RITCHIE, J. et al. (2014) *Qualitative research practice*. 2 ed. London: Sage.
- RYAN, R.M. and DECI, E.L. (2000) Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25 (1), pp. 54-67.
- SANDLIN, J.A. (2005) Andragogy and its discontents: and analysis of andragogy from three critical perspectives. *PAACE Journal of Lifelong Learning*, 14, pp. 25-42.
- SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2009) *Research methods for business students*. 5th ed. ed. GB: Pearson Education M.U.A.
- SAVICEVIC, D. (2008) Convergence or divergence of ideas on andragogy in different countries. *International Journal of Lifelong Education*, 27 (4), pp. 361-378.
- SCHAE, K.W. and WILLIS, S.L. (2010) *Handbook of the Psychology of Aging*. 6th ed. US: Elsevier Science.
- SCHENSUL, S.L., SCHENSUL, J.J. and LECOMPTE, M.D. (1999) *Essential ethnographic methods*. Lanham, MD: AltaMira Press.
- SCHMIDT, R. et al. (2001) Identifying Software Project Risks: An International Delphi Study. *Journal of Management Information Systems*, 17 (4), pp. 5-36.
- SCHULLER, T. and WATSON, D. (2010) *Learning through life*. Reprint. with corr. ed. Leicester: National Institute of Adult Continuing Education.
- SHARIT, J. and CZAJA, S.J. (2013) *Designing Training and Instructional Programs for Older Adults*. Boca Raton: CRC Press.
- SILVERMAN, D. (2016) *Qualitative research*. 4E [4th edition] ed. Los Angeles; London; New Delhi; Singapore; Washington DC; Melbourne: SAGE.

- SHORE, S. (2001) Talking about whiteness: 'adult learning principles' and the invisible norm. In: *Making Space: Merging theory and practice in adult education*. CN: Bergin & Garvey, pp. 42-56.
- SOMMER, R. (1969) *Personal space*. 13. print. ed. Englewood Cliffs, N.J: Prentice-Hall.
- SPRADLEY, J.P. (2016) *Participant observation*. Long Grove: Waveland Press.
- STANISTREET, P. (2012) Adult Learning. *Adult Learning NIACE*, Autumn 24 (1).
- STANISTREET, P. (2014) Adult Learning. *Adult Learning NIACE*, Autumn 26 (1).
- STOKES, G. (1992) *On being old*. London: Falmer Press.
- TAYLOR, E.W. (1998) *The theory and practice of transformative learning: a critical review*. Columbus: ERIC Publications.
- THE COMMITTEE OF THE REGIONS and AGE PLATFORM EUROPE (2011) *How to Promote Active Ageing in Europe: EU Support to Local and Regional Actors*. Brussels: European Union: The Committee of the Regions.
- TICKLE, L. (2014) *Funding cuts, policy changes and careers advice: how are colleges faring?*. [Online] Available from: <http://www.theguardian.com/education/2014/oct/26/funding-cuts-policy-careers-advice-colleges-further-education>[Accessed 20 April 2016].
- TIWARI, D. (2018) *Paradigm Shifts in the Pedagogical Approaches: Andragogy-Heutagogy-Synergogy*. Hershey, Pennsylvania: IGI Global Place.
- TOWNSEND, P. (1981) The Structured Dependency of the Elderly: A Creation of Social Policy in the Twentieth Century. *Ageing and Society*, 1 (1), pp. 5-28.
- UNITED NATIONS DEPARTMENT OF ECONOMIC AND SOCIAL AFFAIRS, POPULATION DIVISION (2017) *Profiles of Ageing 2017*. [Online] Available from: <https://population.un.org/ProfilesOfAgeing2017/index.html> [Accessed 01/12/18].
- VAN GRIENSVEN, H., MOORE, A.P. and HALL, V. (2014) Mixed methods research – The best of both worlds?. *Manual Therapy*, 19 (5), pp. 367-371.
- VANDERBILT UNIVERSITY CENTER (2019) *Bloom's Taxonomy of Teaching and Learning*. [Online] Available from: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/> [Accessed 12/02/2019].
- VOGEL, S. and DRAPER-RODI, J. (2017) The importance of pilot studies, how to write them and what they mean. *International Journal of Osteopathic Medicine*, 23, pp. 2-3.

WELTON, M.R. (1995) *In defense of the lifeworld*. Albany, NY: State Univ. of New York Press.

WITHNALL, A. (2010) *Improving Learning in Later Life*. London: Routledge Ltd.

WORLD HEALTH ORGANIZATION (2015) *World Health Statistics 2015*. Geneva: World Health Organization.

YANG, J., SCHHNELLER, C. and ROCHE, S. (eds.) (2015) *The role of higher education in promoting lifelong learning*. Hamburg: UNESCO Institute for Lifelong Learning.

ZHOU, C. (2016) Reaching "Creating" in Bloom's Taxonomy: The Merging of Heutagogy and Technology in Online Learning. In: *Handbook of Research on Creative Problem-Solving Skill Development in Higher Education*. Pennsylvania: IGI Global, pp. 429-449.

BIBLIOGRAPHY

- AL-BAHRANI, M.A. (2014) A Qualitative Exploration of Help-Seeking Process. *Advances in Applied Sociology*, 4 (7), pp. 157-172.
- ALERBY, E., HAGSTRÖM, E. and WESTMAN, S. (2014) The embodied classroom – A phenomenological discussion of the body and the room. *Journal of Pedagogy*, 5 (1), pp. 11-23.
- ASPIN, D.N. and CHAPMAN, J.D. (2000) Lifelong learning: concepts and conceptions. *International Journal of Lifelong Education*, 19 (1), pp. 2-19.
- ASPIN, D. et al. (2012) *International Handbook of Lifelong Learning*. Dordrecht: Springer Netherlands.
- BOEREN, E. (2016) *Lifelong Learning Participation in a Changing Policy Context*. DE: Springer Nature.
- BOEREN, E. and WHITTAKER, S. (2018) A typology of education and training provisions for low educated adults: categories and definitions. *Studies in the Education of Adults*, 50 (1), pp. 4-18.
- BURTON, E. et al. (2017) Motivators and Barriers for Older People Participating in Resistance Training: A Systematic Review. *Journal of Aging and Physical Activity*, 25 (2), pp. 311-324.
- BYRAM, M. (2001) *Routledge encyclopedia of language teaching and learning*. 1st ed. New York; London: Routledge.
- C. O. HOULE (1961) *The Inquiring Mind*. Madison: University of Wisconsin Press.
- CHEN, R. (ed.) (2013) *A Study of Cognitive Behaviour in Relation to The Elderly Visual Experiences. In: Proceedings of HCI International Conference, Universal Access in Human-Computer Interaction, (Part-II: User and Context Diversity). Lecture Notes in Computer Science (LNCS)*. Heidelberg: Springer.
- CLEMENTINA, A., DON, A. and SIMONA, P. (2012) *Quality and Qualities: Tensions in Education Reforms*. Rotterdam: Sense Publishers.
- DEWALT, K.M. and DEWALT, B.R. (2011) *Participant observation*. 2nd ed. Lanham: AltaMira Pr.
- DIRECTORATE-GENERAL FOR EMPLOYMENT, SOCIAL AFFAIRS AND INCLUSION (EUROPEAN COMMISSION) , EUROPEAN COMMITTEE OF THE REGIONS (2011) *How to promote active ageing in Europe*. Luxembourg: Publ. Off. of the Europe Union. Available from: <https://doi.org/10.2767/36193> [Accessed 08/06/2018].

- DUGGER, J.G. (1965) *MOTIVATION AND FACTORS CHARACTERIZING ADULT LEARNERS ENROLLED IN EVENING COURSES AT DRAKE UNIVERSITY*, ProQuest Dissertations Publishing.
- FIELDING, N., LEE, R.M. and BLACK, G. (2017) *The SAGE handbook of online research methods*. Second edition ed. Los Angeles: SAGE reference.
- FINDSEN, B. and FORMOSA, M. (2016) *International perspectives on older adult education*. Cham: Springer.
- FRANZENBURG, G. (2017) Learning from the Past for the Future: How to Make Adult Education Sustainable. *Discourse and Communication for Sustainable Education*, 8 (2), pp. 57-65.
- FRY, C.L. (2000) Using Methods in the Field: A Practical Introduction and Casebook; Creative Problem Solving in the Field. *American Anthropologist*, 102 (2), pp. 383-384.
- GARNETT, F. (2013) *The PAH continuum: Pedagogy, andragogy, and heutagogy*. (Blog post). *Heutagogy Community of Practice*. [Online] Available from: <https://heutagogy.wordpress.com/2013/03/04/the-pah-continuum-pedagogy-andragogy-heutagogy/> [Accessed 22 January 2019].
- GILES, D. and ALDERSON, S. (2008) An appreciative inquiry into the transformative learning experiences of students in a family literacy project. *Australian Journal of Adult Learning*, 48 (3), pp. 465-478.
- GLASS, J.C. (1996) Factors affecting learning in order adults. *Educational Gerontology*, 22 (4), pp. 359-372.
- GREAT BRITAIN, DEPARTMENT FOR BUSINESS INNOVATION AND SKILLS (2015) *Further Education and Skills: Learner Participation, Outcomes and Level of Highest Qualification Held*. London: Department for Business Innovation and Skills.
- GREAT BRITAIN, DEPARTMENT FOR BUSINESS, INNOVATION AND SKILLS (2010) *The national adult learner survey*. London: Department for business, Innovation and skills, 63.
- GREAT BRITAIN. DEPARTMENT FOR EDUCATION (2018) *Community learning by type: participation and achievement 2010 to 2011 to 2017 to 2018 (August to January)*. London: Department for Education.
- HARROP, D. and TURPIN, B. (2013) A Study Exploring Learners' Informal Learning Space Behaviours, Attitudes, and Preferences. *New Review of Academic Librarianship*, 19 (1), pp. 58-77.
- HASE, S. and KENYON, C. (2016) *Shifting from pedagogy to heutagogy in education*. [Online] Available from: <http://www.teachthought.com/learning/self-directed-learning/shifting-from-pedagogy-to-heutagogy-in-education> [Accessed 22 January 2019].

- HINGEL, A. (2008) *Progress towards the Lisbon objectives in education and training*. Luxembourg: Office for Official Publ. of the Europ. Communities.
- HOOLEY, T., MARRIOTT, J. and WELLENS, J. (2012) *What is online research?*. London: Bloomsbury Academic.
- ILLERIS, K. (2003) Towards a contemporary and comprehensive theory of learning. *International Journal of Lifelong Education*, 22 (4), pp. 396-406.
- INGHAM, H., INGHAM, M. and AFONSO, J.A. (2017) Participation in lifelong learning in Portugal and the UK. *Education Economics*, 25 (3-4), pp. 266-289.
- JENKINS, A. (2017) Adult learning and qualifications in Britain. *Journal of Education and Work*, 30 (4), pp. 445-455.
- JENKINS, A. and MOSTAFA, T. (2013) Well-being and learning in later life . *International Journal of Education and Ageing*, 3 (1), pp. 9-24.
- JONGSTRA, S. et al. (2017) Development and Validation of an Interactive Internet Platform for Older People: The Healthy Ageing Through Internet Counselling in the Elderly Study. *Telemedicine and E-Health*, 23 (2), pp. 96-104.
- KERGEL, D. et al. (ed.) (2018) *Self-determined Learning (Heutagogy) and Digital Media Creating Integrated Educational Environments for Developing Lifelong Learning Skills*. 1st ed. Wiesbaden: Springer VS, Wiesbaden.
- KHOSROWPOUR, M. (2018) *Business education and ethics*. Hershey, PA, USA: IGI Global.
- LAWTON, M.P. (1983) Environment and other determinants of well-being in older people. *The Gerontologist*, 23 (4), pp. 349-357.
- MACERA, C.A., CAVANAUGH, A. and BELLETTIERE, J. (2017) State of the Art Review: Physical Activity and Older Adults. *American Journal of Lifestyle Medicine*, 11 (1), pp. 42-57.
- MANN, S. (2016) *Theæ research interview*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.
- MANUEL, A., BUQUE, D. and QUIVE, R. (2017) Adult education in mozambique: between expectations and possibilities. *Problems of Education in the 21st Century*, 75 (6), pp. 581-590.
- MASLOW, A.H. (1987) *Motivation and personality*. 3rd ed. New York: Harper & Row.
- MCCOMBS, B.L. (1991) Motivation and Lifelong Learning. *Educational Psychologist*, 26 (2), pp. 117-127.
- MILANA, M. et al. (2018) *The Palgrave International Handbook on Adult and Lifelong Education and Learning*. 1st ed. 2017 ed. London: Palgrave.

- MORAN, A. et al. (2001) Training to Teach: Motivating Factors and Implications for Recruitment. *Evaluation & Research in Education*, 15 (1), pp. 17-32.
- MORGAN, L. (2006) Positive Ageing: A Guide for Mental Health Professionals and Consumers. *Nursing Older People*, 18 (11), pp. 22.
- NATIONAL COLLEGE FOR TEACHING AND LEADERSHIP (2015) *Exploring Adult Learning*. [Online] Available from: <https://www.nationalcollege.org.uk/transfer/open/advanced-facilitation/advfac-s03/advfac-s03-t3.html> [Accessed 12/12/17].
- NATIONAL READERSHIP SURVEY (2016) *Social Grade*. [Online] Available from: <http://www.nrs.co.uk/nrs-print/lifestyle-and-classification-data/social-grade/> [Accessed 03/05/2017].
- OFFICE FOR NATIONAL STATISTICS (2018) *Population estimates for the UK, England and Wales, Scotland and Northern Ireland: mid-2017*. London: Office for National Statistics.
- OFFICE FOR NATIONAL STATISTICS (2016) *The National Statistics Socio-economic classification (NS-SEC)*. London: Office for national statistics.
- OFFICE FOR NATIONAL STATISTICS (2010) *Standard Occupational Classification 2010*. Basingstoke, Hampshire: Palgrave Macmillan, 3.
- PACHANA, N.A. (2017) *Encyclopedia of geropsychology*. Singapore: Springer.
- PANITSIDOU, E., GRIVA, E. and CHOSTELIDOU, D. (2012) European Union Policies on Lifelong Learning: In-between Competitiveness Enhancement and Social Stability Reinforcement. *Procedia - Social and Behavioural Sciences*, 46, pp. 548-553.
- PARK, J. and CHOI, H.J. (2009) Factors Influencing Adult Learners' Decision to Drop Out or Persist in Online Learning. *Educational Technology and Society*, 12 (4), pp. 207-217.
- PERRIN, T. (2004) *The new culture of therapeutic activity with older people*. Bicester: Speechmark.
- PURDIE, N. and BOULTON-LEWIS, G. (2003) The learning needs of older adults. *Educational Gerontology*, 29 (2), pp. 129-149.
- QUIROZ-NIÑO, C. and MURGA-MENOYO, M.A. (2017) Social and Solidarity Economy, Sustainable Development Goals, and Community Development: The Mission of Adult Education and Training. *Sustainability*, 9 (12), pp. 2164.
- RANTAKOKKO, M. et al. (2016) Changes in life-space mobility and quality of life among community-dwelling older people: a 2-year follow-up study. *Quality of Life Research*, 25 (5), pp. 1189-1197.
- RUPPERT, J. and DUNCAN, R.G. (2017) Defining and characterizing ecosystem services for education: A Delphi study. *Journal of Research in Science Teaching*, 54 (6), pp. 737-763.

- SAVAGE, M. et al. (2013) A New Model of Social Class? Findings from the BBC's Great British Class Survey Experiment. *Sociology*, 47 (2), pp. 219-250.
- SCHMIDT-HERTHA, B., FORMOSA, M. and KRASOVEC, S.J. (2014) *Learning across generations in Europe*. Rotterdam: Sense Publ.
- SHARAN B. MERRIAM, ROSEMARY S. CAFARELLA and LISA M. BAUMGARTNER (2007) *Learning in Adulthood*. 3rd ed. ed. US: Jossey-Bass.
- STANKIEWICZ, M.A. (2015) Why Research in Art Education?. *Studies in Art Education*, 57 (1), pp. 3-5.
- STEWART, D.W. and SHAMDASANI, P. (2017) Online Focus Groups. *Journal of Advertising*, 46 (1), pp. 48-60.
- TAM, M. (2014) A distinctive theory of teaching and learning for older learners: why and why not?. *International Journal of Lifelong Education*, 33 (6), pp. 811-820.
- TRULUCK, E., BRADLEY, C. and COURTENAY, J. (1999) Learning style preferences among older adults. *Educational Gerontology*, 25 (3), pp. 221-236.
- TYACK, C. et al. (2017) Viewing Art on a Tablet Computer: A Well-Being Intervention for People with Dementia and Their Caregivers. *Journal of Applied Gerontology*, 36 (7), pp. 864-894.
- VANDERBILT UNIVERSITY CENTER FOR TEACHING (2016) *Bloom's Taxonomy*. [Online] Available from: <https://www.flickr.com/photos/vandycft/29428436431> [Accessed 07 Mar 2019].
- VOLLES, N. (2016) Lifelong learning in the EU: changing conceptualisations, actors, and policies. *Studies in Higher Education*, 41 (2), pp. 343-363.
- WITHNALL, A. (1998) Older Europeans in the learning society. *Ageing International*, 24 (2-3), pp. 46-63.
- WORLD HEALTH STATISTICS (2018) *World Health Statistics, 2018: Monitoring Health for the SDGs, Sustainable Development Goals*. Geneva: World Health Statistics.

APPENDICES

APPENDIX A: CONSENT FORM	283
APPENDIX B: OBSERVATION SHEET	284
APPENDIX C: PARTICIPANT INFORMATION SHEET.....	285
APPENDIX D: PARTICIPANT DEMOGRAPHIC INFORMATION (ALL BASED IN LEICESTER UK)	286
APPENDIX E: DELPHI ROUND 1 TO ROUND 3 EXAMPLE	289

Appendix A: Consent form



Dear participants,

The research purpose is to analyse learning strategies in adult Art activities and try to find efficient ways to improve learning. I would love to hear your opinions, and your responses will remain completely anonymous. I really appreciate your input. Thank you.

Name: HUI-LING, CHEN

Position: PhD Researcher

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.
3. I agree to my role being referred to in quotes in publications although my identity will remain anonymised.
4. I agree to the interview or focus group being audio recorded or photographed.
5. I agree to the use of anonymised quotes in publications.

Name of Participant

Date

Signature

Name of Researcher

Date

Signature

Appendix B: Observation sheet

Observation sheet of adult Art classes

Observee		Topic of session	
Observer		Time/Date/Location	

Class context	Learners' behaviour	Teacher's behaviour	Link to motivation*	Notes

* Link to motivation factor framework:

Framework of Adult Motivation in Art (FAMA)

Motivational factor 1: Learners' Motivation to Learn in General

Motivational factor 2: Personal Motivation to Specific Art Activities

Motivational factor 3: Personal Enjoyment from Specific Art Activities

Motivational factor 4: Teacher's Role in Motivating Learners

Motivational factor 5: Work-related Skills or Qualifications

Motivation 6: Socialising

Motivational factor 7: Participation in Wider Social Activities

Motivational factor 8: Creating Time for Learners' Own Priorities

Motivational factor 9: Health Benefits

Motivational factor 10: Barriers to Learning and Support for Learners

Observer's Reflections (field note)

Reflections and comments from the observer

Appendix C: Participant information sheet

Thesis Title:

Improving Older Adult Learners' Motivation: Developing A Model of Teaching and Learning through Art Activities in the UK

The main aims of the investigation:

1. To analyse the motivation factors for learners in art activities. This research will focus on older adult learners.
2. To analyse teaching and learning practices in adult Art activities.
3. To propose a model for encouraging older adult learners to participate in Art based and education activities.
4. This research will focus on how to increase the motivation of older adult learners and chooses Art activities as these have a wide appeal to all ages.

Contact Information:

Researcher's Name: HUI-LING, CHEN

Appendix D: Participant demographic information (all based in Leicester UK)

1. Pilot interviews (6 participants)

Participant	Study location	Age
Male 1	Adult education centre	65+
Male 2	Adult education centre	50-65
Male 3	Adult education centre	65+
Male 4	Adult education centre	50-65
Male 5	Adult education centre	50-65
Female 1	Adult education centre	65+

2. Semi-structured Interviews with Learners (30 participants) (During the period January-July 2016)

	Participant	Study location	Age
GROUP 1	Male 1	Adult education centre	65+
	Male 2	Adult education centre	50-65
	Male 3	Adult education centre	65+
	Male 4	Adult education centre	50-65
	Male 5	Adult education centre	50-65
	Female 1	Adult education centre	65+
	Female 2	Adult education centre	65+
	Female 3	Adult education centre	65+
	Female 4	Adult education centre	65+
	Female 5	Adult education centre	50-65
	Female 6	Adult education centre	50-65
	Female 7	Adult education centre	65+
	Female 8	Adult education centre	65+
GROUP 2	Female 9	Adult education centre	50-65
	Female 10	Adult education centre	50-65
	Female 11	Adult education centre	50-65
	Female 12	Adult education centre	65+
	Female 13	Adult education centre	50-65
	Male 6	community art group	50-65
	Male 7	community art group	50-65
	Male 8	community art group	50-65
	Female 14	community art group	50-65
	Male 9	community art group	50-65
	Male 10	community art group	75+
	Male 11	community art group	50-65
	Female 15	community art group	75+
	Male 12	community art group	65+
	Male 13	community art group	65+
	Male 14	community art group	50-65
	Male 15	community art group	50-65

3. Semi-structured Interviews with experienced professionals (6 professionals)

(During the period January-July 2016)

Participant	Years of relevant experience	Expertise
Male 16	20+	Art teaching (Further Education)
Female 16	10+	Art teaching (Higher Education)
Female 17	10+	Care home, activities manager
Male 17	5	Care home, caring for elderly residents
Male 18	5	Community tutor
Male 19	40	Design (Higher Education)

4. Focus groups interviews (2 focus groups)

(During the period September-November 2017)

	Participant	Study location	Age
Focus Group 1	Female 18	Care Home art group	75+
	Female 19	Care Home art group	75+
	Female 20	Care Home art group	75+
	Female 21	Care Home art group	75+
	Male 20	Care Home art group	75+
	Male 21	Care Home art group	75+
Focus Group 2	Male 22	community art group (Leicester UK)	50-74
	Male 23	community art group (Leicester UK)	75+
	Male 24	community art group (Leicester UK)	50-74
	Male 25	community art group (Leicester UK)	75+
	Female 22	community art group (Leicester UK)	50-74
	Female 23	community art group (Leicester UK)	50-74

5. Delphi expert interviews (12 experts)

(During the period January-March 2017)

Experts (Gender/ code number)	Area/s of expertise
Male 26	Art teaching (Further Education)
Female 24	Art teaching (Further Education)
Female 25	Adult education and care home provision
Male 27	Adult education
Female 26	Adult education
Male 28	Community provision
Male 29	Community provision
Female 27	University provision
Female 28	Psychologist
Female 29	Art Therapy (Higher Education)
Male 30	Nursing and care provision
Female 30	Community and elderly provision

Appendix E: Delphi Round 1 to Round 3 example

Motivation Factor 1: Learners' attitude to learning in general

Round 1 open question										
Question 1: In what ways would this model affect older adult learners' motivation to participate in learning in general?										
Round 2 ranking question										
Round 2 Question 1: The TL Model 1.0 contains information in one place, therefore it would have a positive impact on older adult learners' attitude to learning in general. To what extent do you agree with this statement?										
<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="padding: 2px 5px;">1= strongly disagree</td><td style="padding: 2px 5px;">2= disagree</td><td style="padding: 2px 5px;">3= neither agree nor disagree</td><td style="padding: 2px 5px;">4= agree</td><td style="padding: 2px 5px;">5= strongly agree</td></tr><tr><td style="height: 20px;"></td><td></td><td></td><td></td><td></td></tr></table>	1= strongly disagree	2= disagree	3= neither agree nor disagree	4= agree	5= strongly agree					
1= strongly disagree	2= disagree	3= neither agree nor disagree	4= agree	5= strongly agree						
Round 2 Question 2: The TL Model 1.0 proposes a new way of learning together, which may cause older adult learners to resist such change. To what extent do you agree with this statement?										
<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="padding: 2px 5px;">1= strongly disagree</td><td style="padding: 2px 5px;">2= disagree</td><td style="padding: 2px 5px;">3= neither agree nor disagree</td><td style="padding: 2px 5px;">4= agree</td><td style="padding: 2px 5px;">5= strongly agree</td></tr><tr><td style="height: 20px;"></td><td></td><td></td><td></td><td></td></tr></table>	1= strongly disagree	2= disagree	3= neither agree nor disagree	4= agree	5= strongly agree					
1= strongly disagree	2= disagree	3= neither agree nor disagree	4= agree	5= strongly agree						
Round 3 open question										
<div style="border: 1px solid black; padding: 10px; min-height: 200px;"><p>Round 3 Question: None necessary as the group clearly agreed that it is an important theme that the TL Model 1.0 contains information in one place.</p><p>Please feel free to add any comments if you wish.</p></div>										